



**Legends Charter School
Parent/Student Handbook**

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WELCOME TO LEGENDS CHARTER SCHOOL

We are thrilled that you have chosen Legends Charter School as the appropriate educational environment for your student for the 2024-2025 school year.

As a Maryland State Department of Education Charter School Start-Up Grant winner, Legends Charter School provides school choice with an innovative, advanced liberal arts curriculum paired with comprehensive Financial Literacy Education. Liberal Arts are academic subjects such as literature, philosophy, mathematics, and social and physical sciences distinct from professional and technical subjects. Legends courses are designed to challenge and inspire students to become scientists, artists, writers, mathematicians, linguists, computer scientists, and engineers. Our foundation begins in kindergarten; the Legends curriculum is designed to help students establish a deep foundation of disciplinary knowledge to fuel critical thinking, problem-solving, and creativity.

This year we are committed to excellence and the feeling of family that helped create the strong foundation for our mission and philosophy.

MISSION

Legends Charter School Mission In partnership with students, parents and Prince George's County community, Legends Charter School will provide an advanced liberal arts college preparatory education, incorporating financial education and supplement with Blended Learning to personalize scholars learning experience and establish robust financial portfolios.

Vision

Legends Charter School will help close both the achievement and generational wealth gaps, with every scholar achieving their maximum academic potential while developing Financial Education, through an engaging, inspiring and challenging learning environment. Legends Scholars will be poised to succeed globally as 21st century citizens.

Philosophy

In line with PGCPs Core Values, Legends Charter Schools hold students to the highest possible academic standards, ask them to take responsibility for their work, and do so with the guidance of teachers who are both highly qualified and highly motivated to help students in every way possible. We understand that the time a student must prepare for college and or career is exceedingly short; it is our goal to make the most of that time by providing the best, most focused education possible.

HANDBOOK PURPOSE AND ACKNOWLEDGMENT

This handbook informs students and parents of the policies, procedures, and operations of Legends Charter School. This handbook is with PGCPs' Student Rights and Responsibilities Handbook. It presents information highlighting policies and guidelines necessary for the academic achievement, safety, welfare, and well-being of our students. Parents(s)/Guardian(s) must review this handbook and share appropriate information with their students. **As a condition of enrollment, Parent(s)/Guardian(s) and student(s) must sign the Handbook Acknowledgment, which indicates that both the Parent(s)/Guardian(s) and student(s) understand and agree to abide by this handbook's directions.** Each student will receive a copy of the Handbook Acknowledgment form to complete.

ON-SITE SCHOOL MANAGEMENT AND STAFF

Legends Charter School is a Prince George's County Public School, managed by Equity Now Incorporated. Its on-site school leadership consists of a Principal, Dean of Students, and Directors of: Student Affairs, Social Emotional Learning and Academic Development, Financial Education, and Curriculum. In addition to teachers, a Special Education Coordinator, and other administrative staff our school model also includes Legends' Fellows who work in our school community to further support students Social Emotional and Academic success

Tanesha Dixon, *Principal Executive Director of Academics*

Tanesha Dixon is a career educator who has served as a Founding Principal, Assistant Principal, Social Studies teacher, and Technology Integration Coach. She was also an inaugural member of the Education Innovation Fellowship (EIF), a partnership of CityBridge Foundation & NewSchools Venture Fund. As an EIF, Tanesha spent a considerable amount of time exploring, designing, and implementing innovations in blended and personalized learning in her classroom and schools. As a result, Tanesha's work has been highlighted in several national publications and outlets including the American Enterprise Institute Full Report on Blended Learning in DC, the Learning First Alliance, EdSurge, Digital Promise and the Discovery Education's Future@Now Live Digital Classroom in which she hosted former US Secretary of Education Arne Duncan. Additionally, Tanesha has led a Next Generation Learning Challenge (NGLC) Breakthrough Schools team through a school redesign, served on the Bill and Melinda Gates Foundation's Teacher Advisory Council, and helped launch the BetterLesson Blended Master Teacher Project. Before teaching and leading in DC, Tanesha was a middle and high school teacher in her home state of Florida, where she was also honored as Alachua County's Middle School Teacher of the Year. She received a bachelor's degree in psychology from the University of Notre Dame and a Master's degree in Secondary Social Studies Education from the University of Florida.

Email

Legends Charter School: tanisha@legendsschools.org

Responsibilities

K-2nd Grade class Administrator

- Master Schedule
- Instructional Programme
- School Organization and Staffing
- Teacher Recognition
- Maintain School Calendar
- Approves Field Trips and School Events
- Announcements (PA)

Sherman Ellegood, Resident Principal

Sherman, a native of Washington, D.C., is a seasoned educational leader with over 15 years of K-12 experience. He resides in Upper Marlboro, MD with his wife and three children. Sherman specializes in mathematics education, special education, and restorative practices. He holds a B.S. in Accounting from Morgan State University, an M.Ed. in Curriculum and Instruction, and Educational Leadership from the American College of Education. He is pursuing a Doctorate in Educational Leadership. Currently, Sherman serves as the Resident Principal at Legends Charter School. His previous roles include Principal Intern, Assistant Principal, Crisis Intervention Resource Teacher, and Math and Science Instructional Coach. Sherman is known for his servant leadership and dedication to building relationships that foster academic growth and community upliftment. He strives to empower educators and students, ensuring educational opportunities lead to personal and communal growth.

Email

Legends Charter School: sherman.ellegood@legendsschools.org

Responsibilities

3rd-5^h Grade class Administrator

- ALT Meetings
- SIT Meetings
- Fire & Emergency Drill Supervision
- Coordinate Open House
- Coordinate Academic Town Halls
- SPED Compliance
- 504 Management
- Grade Appeals

Eugene Gregory, Director of Math and Science Curriculum

Eugene is the Curriculum and Instruction Director for Math and Science at Legends Public Charter School. Mr. Gregory served 22 years as an educator in Maryland. Mr. Gregory receives his bachelor's degree in biology from the University of Maryland, his master's degree in education from McDaniel College, and his administration certifications from Hood College in Frederick, Maryland.

Email

Legends Charter School: egregory@legendsschools.org

Responsibilities

6th – 8th grade class Administrator

- Math & Science Assessments, Data and Monitoring
- Math Interventions
- K-8 Science and Math
- Fire & Emergency Drill Supervision
- Student Handbook

Anita Williams, Director of Student Affairs

Anita began her professional journey in the healthcare field, where she cultivated a strong passion for helping others. Her desire to make a broader impact led her to transition into education. At Legends Charter School, Anita has been a versatile and dedicated team member, serving in multiple capacities such as Principal Secretary, Dean of Students, and currently, the Director of Student Affairs. In her role, she has consistently demonstrated a commitment to fostering a positive and supportive environment for students and staff. Anita holds a bachelor's degree in education, which underpins her dedication to academic and personal growth for all students. Her diverse experience in both healthcare and education uniquely positions her to understand and address the needs of the school community.

Email

Legends Charter School: anita.williams@legendsschools.org

Responsibilities

- Develop and monitor campus wide Interventions
- Behavior Intervention Support
- Support SIT Meetings
- Student Discipline Hearings
- Mediations
- Student Court
- School Climate & Culture
- Class Referral process
- Schoolwide Behavior Systems (Class Equity)
- Individual Student Behavior Plans
- Family and Student Handbook

Timothy Haley, Dean of Students

Timothy serves as the Dean of Students at Legends Charter School, dedicated to fostering a supportive and inclusive environment for all students. With 12 years of experience in education and a background in political science from Morgan State University, Mr. Haley has a passion for student development and works to ensure every student feels valued and empowered to succeed academically, socially, and emotionally. Committed to promoting a culture of respect and collaboration, he is always available to support students in navigating their educational journey.

Email

Legends Charter School: thaley.faculty@legendsschools.org

Responsibilities

- Behavior Intervention Support
- School Climate & Culture Support
- Support implementation of student activities
- LPO and LPO related activities
- Organize Field Trips
- Fundraisers
- Fire & Emergency Drill Supervision
- Student Orientation
- (Afterschool) Clubs and Activities
- Athletics
- Organize campus incentives around academic, behavior and culture

Jarrold Moaney, Professional School Counselor

Jarrold Moaney grew up on the eastern shore of Maryland and currently resides there. He has worked two years as a School Counselor and has over ten years of experience working with children in a school and/or behavioral health setting. Jarrold is passionate about enhancing the lives of his students and helping them to discover their individual strengths. Mr. Moaney has his Master's degree in School Counseling from Capella University. His education and training are based on the American School Counselor Association's (ASCA) National Model and the Strengths-Based Counseling framework. In his free time, Jarrold enjoys going to the gym, traveling, and spending time with friends and family.

Email

Legends Charter School: jmoaney.faculty@legendsschools.org

Responsibilities

- Individual Counseling
- Student Support Groups
- Small Group Counseling
- Mediation
- Schoolwide Intervention Programming
- SEL Programming
- Monthly calendar of events for staff
- Positive School Climate

Susangrace DuBose, Professional School Counselor

Ms. Susangrace DuBose has been working in the education field for over twenty-five years. She started her career as an educator for children performing in Broadway productions. After Broadway, she had the privilege of working in various roles within the Prince George's County Public Schools, including classroom teacher, counselor, Special Education Specialist, and Online Education Administrator. Since 2019, she has been part of the QACPS team, serving as an Administrator for the Virtual Learning Academy and, most recently, as a School Counselor for elementary and middle school students. With a strong passion for education, Susangrace has experience working with children across all grade levels and understands that each child learns differently. She prides herself on her innovation and problem-solving skills to find individualized solutions that work for each student. She believes in educating the whole child as the fundamental goal of public education. Ms. DuBose holds an Advanced Professional Certificate in the state of Maryland in 14 subject areas. She obtained her Bachelor of Arts in English and Secondary Education from Oklahoma City University. She has pursued post-secondary studies to enhance her skills, including a Master of Arts in Education and Human Development with certification in School Counseling, as well as an Education Specialist (Ed.S) degree in Special Education and Administration from The George Washington University. Ms. DuBose expects to earn her doctorate in 2025. Originally from the South, Ms. DuBose currently resides in Annapolis with her therapy dog, Piper Lu, and she is excited to join the Legends Team.

Email

Legends Charter School: sgdubose.faculty@legendsschools.org

Responsibilities

- Individual Counseling
- Student Support Groups
- Small Group Counseling
- Mediation
- Schoolwide Intervention Programming
- SEL Programming
- Monthly calendar of events for staff
- Positive School Climate

Rachel Williams, Literacy Instructional Coach

Rachel started in education in 2010 as a Teach for America Corps Member in D.C. Since then she has served in schools as a teacher, Instructional Coach, and Assistant Principal. She has spent her career in education working tirelessly to connect with students and make a lasting and positive impact on their lives through joyful literacy instruction. As a school leader she has experience leading large teams, small cohorts, and providing 1:1 coaching to teachers. She has designed and led onboarding learning series for new staff, developed coaching plans, and provided both formative and evaluative feedback. She is passionate about helping people grow their skills and maximize their outcomes, especially when that success leads to student success.

Email

Legends Charter School: williams.faculty@legendsschools.org

Responsibilities

- 504 Management
- Attending ALT Meetings
- Reading Assessments
- Data and Monitoring
- Reading Interventions
- Train Guided Reading Fellows
- Coordinate Parent Teacher Conferences

Dionna Towell, *Math and Science Resource Coach*

Dionna Towell serves as the K-3 Math and Science Resource Teacher at Legends Public Charter School. With over a decade of experience in education within Maryland, Ms. Towell brings extensive expertise and dedication to her role. She holds a bachelor's degree in early childhood education and a master's degree in human services. Ms. Towell's educational philosophy is straightforward: every child is a unique and invaluable treasure to both parents and educators. As a resource teacher, she is committed to fostering an environment that promotes growth, learning, and the discovery of each child's fullest potential. She strives to create a fun, nurturing, and safe learning atmosphere where students can thrive.

Email

Legends Charter School: dtowell.faculty@legendsschools.org

Responsibilities

- Morning Collaborative
- Attend ALT Meetings
- Math & Science Assessments, Data and Monitoring
- Math Interventions
- Train Guided Math Fellows
- Coordinate

Antonio Barr, *Director of Operations*

Antonio's journey in education began with his parents, who dedicated over 30 years to DC public schools. His father became one of the few locksmiths in DCPS, and his mother transitioned to Business Manager at MV Leckie Elementary School. Antonio's exposure to the education environment started early as he often accompanied them to work. After graduating from Livingstone College in 2002, he returned to the DMV area in 2005, eventually becoming a Business Manager after extensive training. Now, as the Director of School Operations at Legends Charter School, Antonio oversees non-instructional functions, ensuring the school runs smoothly and supports both staff and students in reaching their potential.

Email

Legends Charter School: abarr@legendsschools.org

Responsibilities

- Food Service
- Emergency Preparedness Plans
- School Delay & Closing Communications
- Schoolwide Communications
- Field Trip Logistics
- Point of Contact for PGPD
- Parking & Parking Lot
- Fire Drill & Emergency Supervision
- Family and Student Handbook
- Student Lockers
- Building Use (including reserving space)

Selita Bennett-White, *Principal Secretary & Registrar*

Selita Bennett-White, Secretary II with PGPCS for 12 years. Married for 32 years with a blended family of 5. Educated in DC public schools and attended UDC. Assisting parents and providing excellent customer service is a top priority for me. I was one of the charter parents for EXCEL Academy PCS in 2006. I am proud to continue serving parents who want the best for their children. The Charter School experience in Prince George's county has proven to be an exceptional asset for the families of PGPCS. Legends PCS will prove to be just what our scholars need to be financially successful.

Email

Legends Charter School: sbennett-white.faculty@legendsschools.org

Responsibilities

- Student information/ Passwords resets
- Check Answering Machine
- Take phone messages
- Keep principal's files
- Provide daily customer service in person/callers
- Supervise Volunteer program
- Manage Daily Sign In books
- Register and enroll students
- Daily Attendance monitoring and reporting
- Manage Student Records
- Manage Sub Plans

Tysenia Holley, *Principal Secretary & Registrar*

Tysenia "Nia" Holley is a dedicated member of our school community, currently serving as our School Secretary. A proud graduate of Duval High School, Nia began her journey with us four years ago as a Legends Fellow. Her enthusiasm and commitment quickly led her to transition to our operations team, where she has continued to excel and support our school's administrative functions with efficiency and a warm smile.

Email

Legends Charter School: nia.fellow@legendsschools.org

Responsibilities

- Student information/ Passwords resets
- Provide daily customer service in person/callers
- Register and enroll students
- Manages ParentSquare
- Daily Attendance monitoring and reporting

- Manage Student Records
- Manage Principal's Account (including

outreach)

*The course teacher (or Subject Expert Teacher, when applicable) is the first point of contact when Parents or students need to communicate about academic issues or a student's well-being in a specific course. Any other issues related to general academic performance or a student's well-being should be addressed to the Director of Student Affairs.

CURRICULUM AND COURSE ENROLLMENT

Excellent instruction is vital to student achievement. At Legends Charter School, we believe that high-quality instruction is standards-driven, results-oriented, and driven by data. We are committed to teaching in a manner that prepares our students for success in the next grade, high school, college, and beyond.

K-1 Instructional

Kindergarten through First Grade instruction emphasizes a carefully planned, developmentally appropriate, culturally, and linguistically responsive, integrative approach to teaching and learning. The early education of students is comprised of Balanced Literacy (Guided Reading, Phonics, and Writing Instruction), Humanities, Mathematics, Science, Financial Education, and Specials, with Social Emotional Support will emphasize students having opportunities to share ideas, solve problems, draw inferences with diverse perspectives, form hypotheses, and work through complex tasks with developmentally appropriate methods.

K-1 Guided Reading & Humanities bit.ly/k1litsyl

K-1 Science & Math bit.ly/k1scisy1

2-5 Instructional

Second through Fifth Grade instruction emphasizes a carefully planned, developmentally appropriate, culturally and linguistically responsive, integrative approach to teaching and learning. The early education of students in our lower school is comprised of English Language Arts (ELA), Humanities, Mathematics, Science, Financial Education, Latin and Specials, with Social Emotional Support will emphasize students having opportunities to share ideas, solve problems, draw inferences with diverse perspectives, form hypothesis, and work through complex tasks with developmentally appropriate methods. The early education of students in our lower school is comprised of English Language Arts (ELA), Humanities, Mathematics, Science, Financial Education, Latin and Specials, with Social Emotional Support will emphasize students having opportunities to share ideas, solve problems, draw inferences with diverse perspectives, form hypotheses, and work through complex tasks with developmentally appropriate methods.

2-5 Guided Reading, ELA and Humanities bit.ly/25litsyl

2-5 Science & Math bit.ly/25scisy1

6-8 Instructional

Sixth through Eighth Grade instruction emphasizes a carefully planned, developmentally appropriate, culturally and linguistically responsive, integrative approach to teaching and learning. The education of students in our upper school is comprised of English Language Arts (ELA), Humanities, Mathematics, Science, Financial Education, Latin and Specials, with Social Emotional Support will emphasize students having opportunities to share ideas, solve problems, draw inferences with diverse perspectives, form hypothesis, and work through complex tasks with developmentally appropriate methods. The education of students in our upper school is comprised of English Language Arts (ELA), Humanities, Mathematics, Science, Financial Education, Latin and Specials, with Social Emotional Support will emphasize students having opportunities to share ideas, solve problems, draw inferences with diverse perspectives, form hypotheses, and work through complex tasks with developmentally appropriate methods.

6-8 ELA & Humanities bit.ly/67litsyl

6-8 Science & Math bit.ly/67scisy1

GRADING EXPECTATIONS

The Legends Curriculum and Instructional team believes that grades are in the service of ongoing learning, to provide timely feedback and plan for personalized instruction while making a record of growth and development over a student's school career. Our expectation is that every student will be engaged this year, regardless of whether they are learning at home, at school or some combination of the two.

In Legends classes that meet daily, the classroom teacher must record in Synergy two numerical grades per week in each subject for each student. If a class meets once a week, then only one grade will be recorded. Parents and guardians who are completely new to PGCPs can create an account themselves at pgcps.org and receive an activation link.

Parents who either have students currently enrolled at PGCPs, or who previously had a student enrolled, already have an account created. However, if they have not used that account yet, they must activate it with either a unique activation link that can be requested online, or a unique activation key provided by the student's school.

Grades must be recorded in each category quarterly (class work, independent assignments, and assessments).

For students who have a failing average, teachers must create a student support plan to identify academic support and next steps to ensure student success. Guidance will be provided regarding Legends Academic Student Support Plans.

***Refer to Administrative Procedure 5121.1** (Grades K-5), **Administrative Procedure 5021.2** (Grades 6-8)

Kindergarten and Grade 1

- PR = Proficient – child can demonstrate indicator independently 90 – 100%
- IP = In Process – child can reliably demonstrate indicator 80 – 89%
- EM = Emerging – child demonstrates indicator with assistance 70 – 79%
- ND = Needs Development - child does not demonstrate indicator 50 – 69%

Grades 2 – 5

- A = Excellent progress at the level of instruction indicated 90 – 100%
- B = Above Average progress at the level of instruction indicated 80 – 89%
- C = Average progress at the level of instruction indicated 70 – 79%
- D = Below Average progress at the level of instruction indicated 60 – 69%
- E = Unsatisfactory progress (failure) at the level of instruction indicated below 60%
- I = Incomplete. The "I" grade may be used for elementary students who have been lawfully absent from school and have not had an opportunity to make up missed work in a timely manner.
- P = Pass (credit bearing).
- F = Fail (not credit bearing)

Grades 6 - 8

- A = Excellent progress toward meeting course objectives and learning outcomes (90-100%).
- B = Above average progress toward meeting course objectives and learning outcomes (80-89%).
- C = Average progress toward meeting course objectives and learning outcomes (70-79%).
- D = Below Average progress toward meeting course objectives and learning outcomes (60-69%).
- E = Failure toward meeting course objectives and learning outcomes (below 60%).

- I = Incomplete. The "I" grade may be used temporarily for secondary students who have been lawfully absent from school and have not had an opportunity to make up missed work in a timely manner.
- N = No Grade. The "N" grade may be used only for transfer students
- P = Pass (credit bearing).
- F = Fail (not credit bearing).

Principal Honor Roll: Top 5 percent of students with the highest cumulative averages (grades 2-8 only).

Honor Roll: Students with A's and B's (grades 2-8 only, awarded during every Grading Period).

Legends Allstars award: All students in grades K-8 who have displayed citizenship and character education during the grading period (awarded every grading period).

INSTRUCTIONAL DAY

The standard instructional day varies depending on grade level. Regardless of the grade level, the day includes courses or classes, transition periods or breaks, and lunch. Depending on grade level, the day may also include recess. Students attend regular courses, specials, breaks, recess, and lunch during the times specified on the student schedule. Doors open at **8:15 AM**, and we kindly ask that students do not arrive before this time, as there is **NO Supervision** available prior to the doors opening. Dismissal will begin promptly at 3:05 PM; to ensure an efficient and smooth process, please make sure you have downloaded the **PikMyKid** app and have your car tag clearly displayed in your vehicle's window.

SCHOOL YEAR

The school year is defined in the school calendar and meets or exceeds the minimum days and hours of instruction prescribed by relevant laws or regulations. Typically, the school year has a total of 180 instructional days. Most instructional days are full days. The full listing of school opening and closings for the 2024-2025 School Year can be found on the [2024-2025 Approved School Calendar.docx \(pgcps.org\)](https://www.pgcps.org/2024-2025%20Approved%20School%20Calendar.docx)

The school year consists of the Academic Term and Optional Summer Term:

Academic Term: starts on the first day of school and ends on the last school day. During the Academic term, students follow their regular Schedules. The academic Term is divided into four Grading Periods for grades K–8. During the Academic term, the school requires students in all grades to take any standardized examinations mandated by the relevant law or regulation. The test calendar with detailed dates will be communicated to the parents as soon as it is available.

GRADE PROMOTION REQUIREMENTS AND GRADE REPORTS

For policies regarding grading periods, grading scales, grade promotion, grade reports, and GPA calculations differ by grade level, **refer** to your child's course syllabus.

***Refer to Administrative Procedure 5123.2**

The Grade level Team Leads will recognize 1 Legendary Student per week per homeroom as **Student of the Week** based on meeting behavior metrics via Class Equity and academic progression within the weekly focus area. Teachers will submit these student names every Thursday by COB.

Awards Assemblies will be scheduled during the school day. While we will make every effort to enable parent attendance at the Awards Assembly, these events are primarily to give students the opportunity to celebrate academic success.

STUDENT SERVICES AND ENRICHMENT ACTIVITIES

ACADEMIC SUPPORT PROGRAM

One of the central tenets of Legends' educational philosophy is to create independently motivated students. The Academic Support Program is one of the general education tools we use to support the growth of academic independence in students. Legends' Fellows work closely with students to instruct them in effective use of resources available to students within the school.

Students are primarily placed on Academic Support when they are displaying systematic deficiencies in turning in assignments, producing quality assignments, or they are failing to perform at a passing level on assessments. Additionally, students may be placed on Academic Support when they first enter Legends, following an extended absence, or when they need close monitoring for a variety of reasons. Academic Support Placement is always temporary, and the goal is to "graduate" students from the program as they take more responsibility for seeking out academic support on their own. Parents are notified via letter that their student has been identified for academic support. Parents may choose to opt their students out by responding in writing to the notification.

LEGENDS' FINANCIAL EDUCATION PROGRAM

Legends Charter School introduces the Legends Full Circle of Financial Education. For scholars, this unique program provides the Legends Financial Education Curriculum, which includes The Class Equity Store, Legends Circle of Investing Enrichment, and the Legends Virtual Stock Simulation Enrichment. The financial education curriculum, in line with State of Maryland Financial Literacy standards, addresses areas of knowledge and understanding that include earning income, buying goods and services, using credit, saving, investing, protecting, and insuring, etc. These concepts are fundamental to financial literacy and essential in eliminating generational poverty while creating generational wealth. Legends understand that investing can kickstart our scholars' wealth-building journey to financial freedom. To meet our accountability goal of having 90% of scholars invested in the stock market, we offer scholars and families a voluntary enrichment opportunity to open, fund, and invest in companies they know and love by establishing custodial investment brokerage accounts. For more information, please contact Mr. Justin Devose at justin.faculty@legendsschools.org

CLASS EQUITY

Class Equity is an online system at Legends Charter School designed to incentivize positive behavior by awarding bonuses and deducting fines based on students' actions. Parents and scholars can access the platform with unique login credentials to track progress and manage earnings. These earnings can be spent on items at The Class Equity Store or for entry into special school events, such as dances and Fun Fridays. For further details, contact the Department of Student Affairs at studentaffairs@legendsschools.org

LEGENDS' SOCIAL EMOTIONAL LEARNING PROGRAM

The Social Emotional Learning program at Legends Charter school provides students with language to discuss and explore their feelings as well as opportunities to practice and develop competency in the 5 domains of Self-Awareness, Self-Management, Responsible Decision making, Relationship skills, and Social-Awareness. Social Emotional Learning at Legends is not a specific lesson delivered by a specific person, rather it is embedded in our practice and policy. In addition, Social Emotional Learning is delivered via whole school assemblies, classroom lessons, direct intervention with students and in connection with the delivery of core classroom content.

LEGENDS FELLOWS

Legends Fellows are Americorps Volunteers who work in our school community to further support students Social Emotional and Academic success. Specifically, as near peers Legends Fellows support students with Academics, Behavior, and Culture. Legends Fellows also support students in developing executive function skills, strong work habits, model the valuing of education, and support the development and practice of strong communication skills. Fellows are assigned each academic year based on student data and grade level needs.

ENRICHMENT ACTIVITIES

Legends aligns its Enrichment Activities, both clubs (e.g., sports, chess, and string ensemble) and events (e.g., school dances), with the interests of their students in mind. Legends' Enrichment Activities serve to provide more academic, artistic, sporting, and community service opportunities and to expand the options offered by the curricular program. Information on Enrichment Activities offered at Legends will be communicated to your student throughout the school year. If further information is required, please make an appointment with the Dean of Student, Tim Haley and Ms. Anita, Director of Student Affairs.

LEGENDS STUDENT SUPPORT SERVICES

As a public school, Legends provides eligible students with disabilities a free appropriate public education (FAPE) through the provision of special education and/or related services, depending on their disability and level of need, under an Individualized Education Program, ELD plan or a Section 504 Plan. Contact Susangrace Dubose for 504 plans, Tiffany Reyes for ELD plans and your learners case manager for IEP. Letasia Leak can assist with more information on the school's policies and procedures related to the identification, evaluation, placement, and provision of FAPE to students with disabilities.

OUR CODE OF CONDUCT

Legends' academic rigor and high expectations demand an environment that is free from disruption and fosters mutual respect among students and staff members. To accomplish this, we have developed clear expectations concerning student behavior that are aligned to the PGCPSS Student Rights and Responsibility handbook strictly enforced without regard to gender, religious belief, ethnic background, nationality, disability, gender identity or expression, or other protected class. Any violation of rules described within this Handbook will result in a general disciplinary consequence.

Signing the Handbook Acknowledgment as defined in the Handbook Purpose and Handbook Acknowledgment section of this Handbook indicates that both the student and Parent have read and understood all policies and rules. The Handbook Acknowledgment will be provided by Legends Charter School.

All Legends Charter School faculty and staff will be required to conduct a week of training each year. During this annual training, Legends school leaders will attend sessions on compliance, security, conditions for suspension and expulsion, highly qualified attestation, FOIA and FERPA, documentation, Civil Rights, 504, IDEA, corrective actions, SST, bullying/harassment, and Title IX. These training requirements will contribute to administrators making reasonable, consistent, evidence-based decisions that lead to equitable outcomes for all Legends' students.

Progressive school discipline is enforced each school day for all students whenever they are on school premises, virtually, or participating in school-sponsored activities. This policy is enforced wherever and whenever an organized school event takes place. The school reserves the right to discipline students for off-campus behavior at school-organized events and for off-campus behavior that disrupts the school environment.

General Consequences: A disciplinary violation is a result of non-compliance with Legends and PGCPSS' Code of Conduct.

**The Code of Conduct, General Rules, and Classroom Rules apply to conduct in classes, activities or online (including activities where students may access the internet).*

FOUR FUNDAMENTAL PRINCIPLES

Our Code of Conduct is rooted in the four Legendary Expectations for students: *Show Up; Take Responsibility; Make Improvements & Move Forward. Along with being Respectful, Accountable, and Safe, we aim to cultivate a positive environment where every student can thrive.*

1. **Respect for All Individuals.** We promote respect for all students and staff members: Legends Charter School is fortunate to have a very diverse student population from a variety of ethnic, cultural, and religious backgrounds, and strives to provide an environment where all stakeholders feel comfortable and thrive in a joyful, caring, disrespect-free environment. For this reason, specific behaviors are not tolerated on school premises or during school related events. These include but are not limited to using derogatory statements to refer to anyone's race, sexuality, gender expression, ethnicity, culture, or religious background. Engaging in these behaviors may be considered a disciplinary violation.

2. **Accountability.** We promote individual and community accountability: Legends' students are responsible for and will be held accountable for his/her language and actions. This responsibility

extends to any knowledge of misconduct by other students. If a student is aware of misconduct by another student, it is his/her responsibility to inform a staff member. Withholding such information may be considered a disciplinary violation. Staff members make every effort to ensure the confidentiality of a student who reports misconduct by a classmate and will invoke appropriate sanctions against any student who responds to another in a retaliatory manner. Staff members will not tolerate bullying or academic dishonesty, and neither will students.

3. **Safety.** We provide a safe environment for students: Students are required to immediately inform a staff member about any potential threat(s) to student or staff safety, health, or property. Failure to disclose in a reasonable time frame may be considered a disciplinary violation.

4. **Disruption-Free Environment.** We aim to provide a disruption-free educational environment: Classroom disruptions of any kind may be considered a disciplinary violation as it impedes another student's learning. Students are advised to seek assistance from the Principal, Director of Student Affairs or school counselors or another trusted adult if they are experiencing stress and other issues distracting them from learning. Students must refrain from the following during instructional time:

- Disruptions to the learning environment.
- Eating, drinking (other than water in an approved bottle), outside of designated snack time.
- Using electronic devices (including, but not limited to, games, radios, portable music players, smartphones, and smartwatches) without the expressed and explicit instructions from the instructor is strictly prohibited. In short, electronic devices must be switched off and out of sight during all academic, extracurricular, and auxiliary programs. Legends Charter School is not responsible for any lost, damaged, or stolen devices.

Legends Charter School will maintain the following General Expectations of Appropriate Behavior:

- A legendary scholar complies with all federal, state, district, and local laws.
- Refrain from possession of weapons, objects that could be used as weapons, or simulated weapons of any kind.
- Refrains from possession, use, distribution of, or attendance under, the influence of tobacco products, drugs, unauthorized prescription medication, alcohol, or any other dangerous, illegal, or controlled substance (Zero tolerance policy).
- Refrains from physical or verbal aggression against or abuse of persons/property, including but not limited to the Communication Journal (e.g., removing CJ entries or pages).
- Refrain from sexual advances or derogatory or suggestive comments about one's own or another individual's sexual orientation.
- Refrain from displaying sexually suggestive objects or pictures.
- Refrain from public display of intimate affection.
- Refrain from the use of profanity or verbal abuse of any person.
- Refrain from harassment or bullying, including cyberbullying.
- Refrain from possession or unauthorized use of matches, lighters, or explosive materials.
- A legendary scholar complies with all written rules and procedures provided and posted throughout the school premises, including emergency procedures.
- A legendary scholar complies with the verbal directions of staff members.
- A legendary scholar arrives at class or any required school activity on time and with the appropriate materials/supplies.
- Attendance at all scheduled classes and all required school activities.
- Immediately reporting (to staff members) the actions and words of another member of the school community that are believed to violate the Legends Code of Conduct.
- Refrain from selling any products or goods on school premises or at school-sponsored activities, except when authorized by the school.
- Refrain from unauthorized use of the Legends name, logo and mascot. The Legends name and logo are protected trademarks covered by state and federal law.

- Refrain from unauthorized personal photography or video/audio recording on the school campus or during school events without the written permission of the school
- Refrain from photos, videos, or audio taken at the school, whether authorized or not, may be posted on the internet or in any other public forum without written permission from the school.

- Staff members from PGCPs are authorized to use reasonable physical force in self-defense, defense of others, and defense of property.

*Please refer to PGCPs Code of Student Conduct for an entire list of behaviors and response levels: [student-rights-and-responsibilities-handbook.pdf \(pgcps.org\)](https://www.pgcps.org/student-rights-and-responsibilities-handbook.pdf)

CLASSROOM EXPECTATIONS

Legends Charter School classroom environments must be conducive to learning, and when developmentally appropriate with learners using PGCPs Student Code of Conduct. Educators set standards for student behavior and logical consequences for violating those standards. in their classrooms. Specific classroom rules are compatible with all policies and procedures published in the Student Handbook and are communicated to students and parents via the course syllabi. Students must refrain from the following during instructional time:

- Disruptions to the learning environment.
- Eating, drinking (other than water in an approved bottle), outside of designated snack time.
- Using electronic devices (including, but not limited to, games, radios, portable music players, smartphones, and smartwatches) without the expressed and explicit instructions from the instructor is strictly prohibited. In short, electronic devices must be switched off and out of sight during all academic, extracurricular, and auxiliary programs. Legends Charter School is not responsible for any lost, damaged, or stolen devices.

PLAYGROUND RULES

It is expected that students will be always engaged **in organized play** during recess. The guidelines found below are to be both **observed** and **enforced** during recess. A Recess Schedule will be provided for each grade level. For the safety and welfare of scholars, it is imperative to follow the recess schedule as outlined by the principal. In short, **only take your scholars on the day identified for your cohort**. All other cohorts **MUST** stay indoors for Indoor Recess.

Student Expectations:

- Be Respectful
 - Use Equipment properly
 - Include others in activities
 - Take turns and share
 - Follow adult directions
- Be Responsible
 - Ask for help when needed
 - Return equipment
 - At the end of recess quickly and silently line
- Be Safe
 - Stay in assigned location
 - Be aware of activities around you
 - Leave nature on the ground (bugs, sticks, etc.)
 - Use Playground equipment properly
 - Keep hands and feet to yourself

TECHNOLOGY RULES

PGCPS and Legends Charter School will provide a computing device available to students as instructional tools for learning in varied emerging models and programs. Students participating in the 1:1 program in PGCPS are provided tools and resources supporting the district-wide transition to personalized learning in a digital environment that supports quality teaching and learning infused with technology. Students are expected to use PGCPS/LCS technology for educational purposes only and within the scope of their school-based activities. All users are expected to follow the accepted and established guidelines for technology usage as outlined in **Board Policy 0115 and Administrative Procedure 0700**.

DRESS CODE

Staff Administration will determine whether a student's attire complies with the dress code and will report any violations to the DOSA or Resident Principal. The Director's decision regarding dress code is final. A dress code violation may be dealt with by requiring the student to cover up clothing, turn clothing inside-out, and or requesting that a Parent deliver replacement clothing to school. Other measures include confiscation of non-essential items (e.g., hats) until the end of the day or other appropriate measures such as parent meetings, academic redirection, etc. Repeated dress code warnings may be considered a major Disciplinary Violation and subject to progressive discipline.

The dress code is designed to promote respect for each student as an individual capable of exercising discretion and making responsible choices for his/her attire. All students must wear clothing that is appropriate to an academic environment and adheres to the following guidelines:

- School Appropriate clothing (e.g., non-revealing clothing, non-exposing undergarment, non-sagging pants, etc.)
- May not feature offensive language, derogatory statements about
- individuals or groups of individuals; references to tobacco, drugs, alcohol, or gangs; or wording/graphics that are suggestive of sexual or other inappropriate behavior.

- Footwear and clothing must not threaten the safety or health of the wearer or other students (e.g., shoes with wheels in the soles, or excessively high-heeled or platform shoes). Students in grades K–4 are not permitted to wear flip-flops, shoes without a back strap.

STUDENT PROPERTY ON CAMPUS

Legends Charter School strongly discourages students from bringing any personal non-school related items to school. Non-school essential items include, but are not limited to jewelry, electronic devices (i.e., game systems, radios, portable music players, smartphones, smartwatches), or similar items. Legends Charter School disclaims any liability for the loss, damage or theft of any item.

Personal computers or tablets are only allowed in the classroom for educational purposes. Use of other electronic devices, including mobile phones and smartwatches, during classes, is strictly prohibited. At a minimum, all electronic devices must be switched off and out of sight during classes. A violation of this policy will result in the following actions: **1. Immediate confiscation of the Personal Electronic Device (PED) by school staff, 2. A mandatory meeting between the parents and school administration to discuss the infraction, and 3. A formal request from the school that the device not be returned to campus, ensuring a distraction-free learning environment.** Personal electronic devices A items, print media, or electronic media brought to school must never contain nudity, profanity, or excessively violent or sexual content. Breach of this rule results in confiscation of the item and may be considered a major disciplinary violation. Students with a IEP, EL, or 504 plan who is served by the Student Support Team is detailed in the Special Education Policies and will be available with the School's Special Education and English Language Development Teacher.

***Refer to Administrative Procedure 5132**

PHYSICAL AGGRESSION AND ABUSE

Legends Charter School students must immediately report any aggressive behavior to the nearest staff member, who will assess the seriousness of the problem, stop the offensive behavior, and initiate disciplinary consequences. If a student is the victim of physical aggression, he/she may use force to defend him/herself only if it is necessary to prevent the offender from further aggression. The Director of Student Affairs has the authority to decide if an aggressive defense is considered necessary or if the student could have diffused the situation by other means (e.g., calling a staff member, walking away).

If a student observes aggression against property, he/she may try to stop this behavior only if this property damage might put others in immediate physical danger. In any other case, it may be considered a disciplinary violation for students to engage in any restraining, retaliatory, or vengeful behavior. Students who witness property damage must report it to a staff member. During class, if a student makes comments deemed offensive or inappropriate, the teacher assesses the seriousness of the problem, stops the offensive behavior, and derives disciplinary consequences for such behavior.

Students engaging in private conversation on school grounds or at a school-sponsored event must adhere to the Legends Charter School's Code of Conduct. If someone involved in the conversation (or overhearing the conversation) deems it inappropriate or offensive, the student must stop the conversation at once.

Students may not intimidate another party to prevent him/her from openly expressing his/her dislike of a conversation topic. Similarly, if the conversation continues after a student has expressed dislike for it, it must be immediately reported to a staff member. At no point may a student engage in a verbal or physical dispute with the offender, no matter how offensive the topic of conversation. The staff member summoned is responsible for assessing the problem, stopping offensive behavior, deriving if necessary disciplinary consequences and notifying The Director of Student Affairs in writing.

Staff members make every effort to ensure the confidentiality of a student who reports misconduct by a classmate. Sanctions for scholars found in violation may be invoked for retaliatory offenses, irrespective of the cause.

HARASSMENT AND INTIMIDATION

Legends Charter School has a **Zero-Tolerance Policy for Bullying and Harassment** of any kind. All forms of harassment and bullying (including cyberbullying) are strictly prohibited and will result in severe disciplinary consequences. The school will employ the following definition of harassment and bullying:

A. **Bullying** - Unwanted, demeaning behavior among students that involves a real or perceived power imbalance. The behavior is repeated, or is highly likely to be repeated, over time. To be considered bullying, the behavior must be intentional and include: (1) an imbalance of power (students who bully use their physical, emotional, social or academic power to control, exclude, or harm others), and (2) repetition (bullying behaviors happen more than once or are highly likely to be repeated based on evidence gathered). Bullying can occur through verbal, physical or written conduct or electronic communication that creates a hostile educational environment by substantially interfering with a student's educational benefits, opportunities, or performance, or with a student's physical or psychological well-being.

B. **Cyberbullying** - Bullying that takes place over digital devices like cellular phones, computers, tablets or other electronic communication. Cyberbullying can occur through texting, apps, or online via social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting or sharing negative, harmful, false, or hurtful content about another student. It can include sharing personal or private information about someone else causing embarrassment or humiliation.

C. **Harassment** - Includes actual or perceived negative actions that offend, ridicule, or demean another student regarding race, ethnicity, national origin, immigration status, family/parental or marital status, sex, sexual orientation, gender identity, gender expression, religion, ancestry, physical attributes, socioeconomic status, physical or mental ability, or disability.

D. **Intimidation** - Any communication or action directed against another student that threatens or induces a sense of fear and/or inferiority. Retaliation may be considered a form of intimidation.

The following actions are to take place to allow the schools administrator to determine the appropriate course of action to address the behavior. The Department of Student Affairs will determine whether bullying, harassment, or intimidation occurred by taking the following steps:

1. Meet individually with the targeted student, the alleged offender, and any witnesses to gather information regarding the allegation.
2. Notify all parties involved in the incident that retaliation against a targeted student, witness or bystander is strictly prohibited.
3. Document findings and all notes taken during the student interviews, parent contacts, and information gathered from other witnesses on the Investigation notes Form and attach the notes to the Bullying, Harassment, or Intimidation Incident School Investigation Form.
4. Indicate findings on the Bullying, Harassment, or Intimidation Incident School Investigation Form to include whether the allegation was substantiated as bullying or not substantiated as bullying. If the incident is not substantiated the reason(s) must be noted on the form.
5. Notify the parents/guardians of the targeted student and alleged offender of the outcome of the investigation once the investigation has been completed. The notification must respect the confidentiality of the targeted student and the alleged offender. Therefore, specific information related to disciplinary consequences will not be provided.

6. Notify the Safety and Security Counselor or School Resource Officer immediately if the bullying, harassment, or intimidation creates imminent danger or qualifies as a delinquent act.
7. Log the incident into Synergy, indicating the actions taken to investigate the allegations and the outcome (refer to the online Synergy Discipline Training Guide; PGCPs log-in is required).
8. Submit a copy of the completed Investigation Notes Form and the Bullying,

Legends Charter School will go to great lengths to prevent sexual harassment from occurring among its staff, students, and other community members. At the beginning of the year, parents of all students will be asked to allow their students to participate in anti-bullying and anti-sexual harassment training that is appropriately tailored to each grade level. The presentations are designed to educate students on harassment and bullying in age-appropriate ways. Students who do not acknowledge and follow the school's policies on bullying and harassment may be subject to disciplinary action.

***Refer to Administrative Procedure 4170**

To complete a Bullying, Harassment and Intimidation form please visit [BULLYING, HARASSMENT, INTIMIDATION FORM \(pgcps.org\)](https://www.pgcps.org/BULLYING_HARASSMENT_INTIMIDATION_FORM)

PARENTS AND STUDENTS REPORTING DISCIPLINE

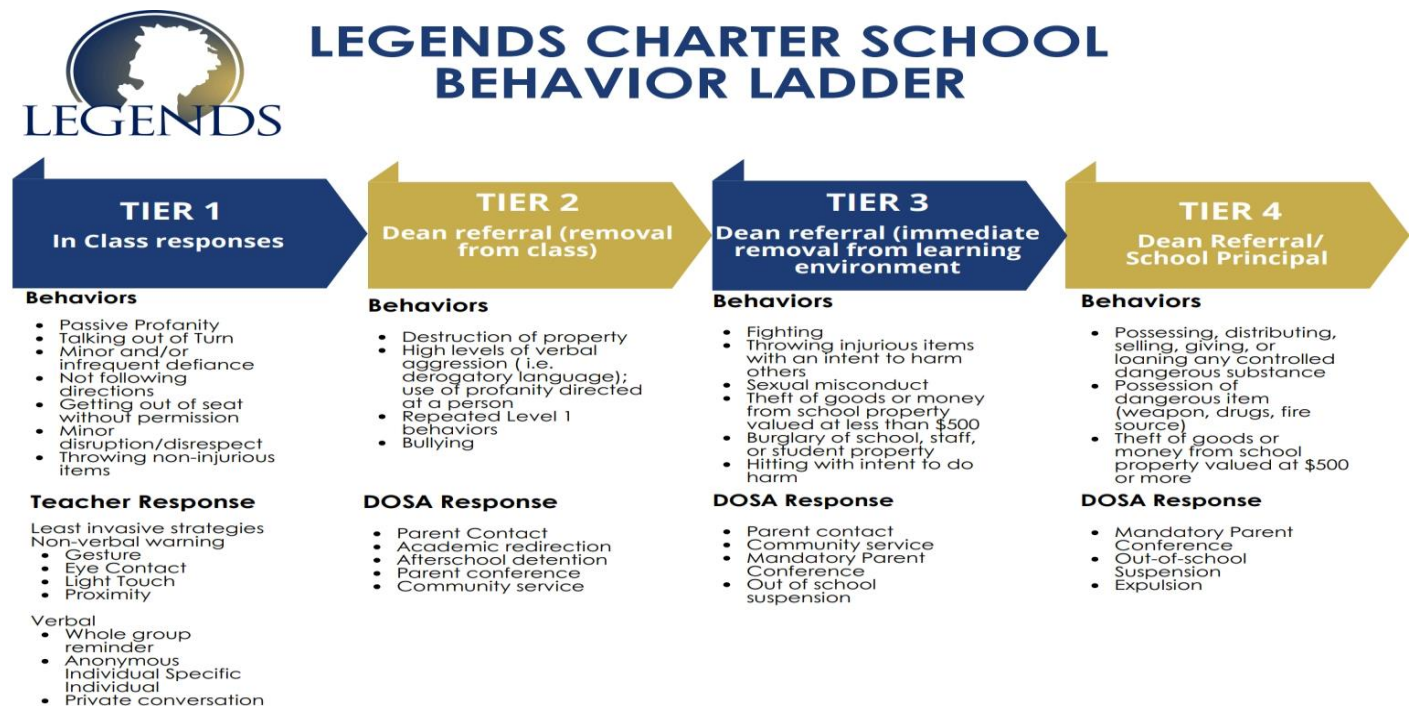
DISCIPLINARY ACTION

Administrative Referral: the student is required to report immediately (or in the time interval indicated by a staff member) to the Dean Suite or designated area for disciplinary action. Before disciplinary action, the staff member referring the student to the office informs the Department of Student Affairs of the violation and completes a disciplinary referral describing the event.

A member of Student Affairs:

- informs the student of the policies he/she violated
- invites the student to explain his/her understanding of the event,
- instructs him/her on the disciplinary due process, and
- decides the disciplinary consequences, as listed in the Major Disciplinary Consequences section of this document.
- Notify parent the day of the infraction
- Follow-up with staff member who wrote referral

In all cases the Director of Student Affairs is asked to review school culture expectations with the student and where appropriate engage in direct instruction of desired school behavior.



Consequences of a disciplinary violation may include, but are not limited to, the following disciplinary actions (Response Level 1-4):

RESPONSE LEVEL 1

- Contact parents via telephone, email or text message

- Conduct a teacher or student conference
- Correct and provide verbal redirection in the classroom
- Develop a daily behavior progress sheet
- Student Reflection
- Remove classroom privileges from a student
- Reassign the student's classroom seat
- Restorative approaches
- All other responses as laid out in the PGCPS Student Rights and Responsibilities Handbook

*Response Level 3 & 4 will be determined by the Principal and Director of Student Affairs.

RESPONSE LEVEL 2

- Change in class or schedule
- Reprimand by appropriate administrator
- Parent/guardian notification
- Mentoring program
- Loss of privileges
- Detention
- All other responses as laid out in the PGCPs Student Rights and Responsibilities Handbook
- ***Response Level 3 & 4 will be determined by the Principal and Director of Student Affairs.**

MAJOR DISCIPLINARY CONSEQUENCES

- Academic Redirection (Level 3)
- Short-term Suspension (Level 3)
- Long-term Suspension (Level 4)
- Expulsion (Level 4)

Academic Redirection: depending on the infraction the school may determine that academic redirection is appropriate to provide educational continuity for the student. In such cases, the school may use video conferencing software where instructional packets and makeup work cannot supplement live teacher instruction.

Short-term Suspension (1–9 school days): the student is not permitted on school premises, in classes, and/or other school activities. Short-term suspension does not excuse the student from any academic work required during the suspension. Suspended students must make up missed assignments within 3 school days upon their return to school to receive full credit. The Director of Student Affairs will set up procedures to ensure the student has all the material and information necessary to perform an independent study. This material and information will be available for the parents to collect at the end of each school day. The parents may call the school office to verify that new material is available to be collected. Upon returning to school, the student is required to deliver all complete assignments he/she received during the suspension and coordinate any make-up tests or quizzes with the teacher of each subject. The student must make up these tests/quizzes on dates specified by each teacher.

Principal makes the final decision on short-term suspension, the suspended student's parent is informed of the suspension by telephone, in writing, and/or in person. The parent may be required to remove his/her child from the school immediately, or the Director of Student Affairs may postpone the start of suspension until the next day (or a later date). The Principal or Director of Student Affairs may also postpone the final decision regarding the length of suspension due to a pending incident investigation. The school reserves the right to suspend, without prejudice, any student subject to such investigation. If the incident is unfounded a student is subsequently found not guilty of a disciplinary violation or the violation proves to be significantly less severe than suspected, he/she is allowed an opportunity to make up and receive credit for missed assignments; however, there is no other compensation for the time spent on suspension during the investigation (e.g., no private tutoring, no more than regular additional time for make-up work). Upon returning to school, a conference between the Director of Student Affairs and the parent is required before the student can return to the school.

Long-term Suspension (10 or more school days): the student is not permitted on school premises, in classes, and/or other school activities. Long-term suspension does not excuse the student from academic work assigned during the term of suspension. As in the case of short-term suspension, the same procedures are employed to ensure the student has access to adequate resources necessary for independent study. The student may be required to come to the school after regular hours to take exams and quizzes during his/ her long-term suspension. Before any long-term suspension, the student is placed on short-term suspension, and the same processes described in the short-term suspension paragraph above are invoked. During this time, the Director of Student Affairs investigates the incident. Once the incident investigation is completed, the principal will hold a hearing during which

the student and his/her parents can provide testimony and evidence and question the school's witnesses. The student's parents will receive written notice of the date and time of the hearing. After the hearing, the principal will make the final determination on the long-term suspension. This conference is required before the student can return to the school.

Expulsion (Legends Charter School permanently withdraws the student's privilege of attendance): An expulsion from school denies students the right to attend their regular school program for 45 school days or longer. The Superintendent's designee for issuing final decisions on expulsions is the Office of Appeals and Hearings.

An expulsion may occur only if:

- The student has violated a Level 5 infraction in the Student Code of Conduct; and
- The Office of Appeals and Hearings has determined that the student's return to school prior to the completion of the expulsion period would pose an imminent threat of serious harm to other students or staff.

Procedures for Extended Suspensions and Expulsions

1. On the day a student is recommended for an extended suspension or expulsion, the principal must provide written notification to the parent/guardian that articulates the policy violated and pending disciplinary request.

2. The principal will notify the Pupil Personnel Worker and the Office of Appeals and Hearings within 24 hours of the incident by emailing the Office of Appeals and Hearings at appeals.office@pgcps.org with required incident information.

3. The Pupil Personnel Worker will serve as the Superintendent's designee for the purpose of conducting a thorough investigation of the incident and making a determination as to whether an extended suspension or expulsion is warranted. If the determination is in the affirmative, the Pupil Personnel Worker will submit relevant documents within five school days of the student's first day of suspension to the Office of Appeals and Hearings.

4. The parent/guardian will receive an investigative report from the Pupil Personnel Worker prior to the conference. Appropriate and available behavioral support services will be offered.

5. As required by COMAR, 13A.08.01.11C(4)(f), the Office of Appeals and Hearings will schedule and conduct the conference before the student's tenth consecutive day of suspension. The Office of Appeals and Hearings will issue a written determination indicating whether the request for extended suspension or expulsion will be upheld, denied, or modified. A parent/guardian has the right to appeal any determination issued by the Office of Appeals and Hearings to the Board of Education within ten calendar days of the date of issuance.

- This due process conference allows an opportunity to exchange views regarding a student's well-being, and at times may include discussion of confidential information pertinent only to the parties immediately affected by the information. While the overall record of a student should be considered, the determination of whether a student has committed the misconduct of which they are charged must be based solely on information that relates to the specific incident.

- The student and parent/guardian have the right to be represented by legal counsel, provided the parent/guardian gives their verbal consent for such representation, or if absent, gives written consent for representation. If the student and parent/guardian are to be represented by legal counsel, prior notification of this fact shall be given to the Office of Appeals and Hearings.

Appealing an Extended Suspension or Expulsion

A parent has the right to appeal the decision for an extended suspension or expulsion to the Board of Education within ten calendar days of the written letter from the Office of Appeals and Hearings. Written statements of appeal inclusive of new information or additional supporting evidence, must be sent to the Board of Education, Attn: Board Appeals at Prince George's County Public Schools, 14201 School Lane, Upper Marlboro, MD 20772 or via email at board.appeals@pgcps.org.

DISCIPLINARY DUE PROCESS PROCEDURES

Legends Charter School does not set mandatory consequences for disciplinary violations. The Director of Student Affairs is tasked with determining consequences for each individual case based on the severity of the infraction and any other relevant circumstances. The final decision regarding short-term suspension is always authorized by the principal. If the disciplinary violation poses a threat to the safety of anyone in the school or is otherwise a possible violation of law, the Director of Student Affairs (or other staff, if circumstances warrant) will contact the relevant law enforcement officials immediately.

The most common type of disciplinary violation is disruptive behavior in the classroom. While such misconduct is generally considered relatively minor, repeat violations may be damaging to the classroom environment and may interfere with the learning process. Therefore, repeated minor infractions may eventually lead to significant consequences.

Following a decision on a disciplinary violation, the school will almost always request a meeting with the parent for a further explanation of the decision and provide a detailed explanation of the incident in writing. The meeting shall occur as soon as schedules permit, and the parent will receive the written explanation within ten school days per PGCPs.

Whenever the Director of Student Affairs imposes a short-term suspension, the parent has an opportunity to discuss the incident and the disciplinary decision with the Director of Student Affairs during the mandated meeting before the student returning to the school. If the parent does not support the decision, he/she may appeal following the Legends Charter School Complaint Policy and PGCPs.

Procedures for handling disciplinary violations specific to students served by Student Support Team are outlined in the School's Special Education Policies (available upon request at the School Office).

Legends Charter School takes issues involving academic integrity very seriously. If a student is caught cheating or plagiarizing (Legends will use technology to verify conclusively), he or she will receive a zero on the assignment, test, or quiz in question, no matter the extent of the cheating. The consequences for cheating will be addressed in tiers, with each level of violation receiving an appropriate and escalating response based on the severity and recurrence of the offense.

*Maryland law restricts suspension and expulsion of students in Pre-K through Grade 2. Principals/designees must consult with a school psychologist or other mental health profession to determine if there is an imminent threat of serious harm to other students or staff that cannot be reduced or eliminated through other interventions and supports. If all measures have been exhausted, the child's suspension cannot exceed five school days. Expulsions of students in Pre-K through Grade 2 are limited to circumstances required by Federal law.

ATTENDANCE

Legends Charter School firmly believes that consistent student attendance is crucial to academic success. We know that successful schools prioritize student engagement and ensure that scholars are present and participating in the classroom regularly. The Principal Secretary will maintain all documents regarding absences and tardiness filed in the attendance binders.

***Refer to Administrative Procedure 5113**

Arrival

Legends Charter School's doors open at 8:15 a.m., and the school day begins at 8:50 a.m. It is essential for students to arrive before the start of the school day to avoid being marked late. Parents must accompany their children to sign them in with the security personnel if they arrive after 8:45 a.m. and receive a late pass. Additionally, a nutritious breakfast is available from 8:15 a.m. to 8:45 a.m. to ensure students have the energy they need for learning.

Absences

To support learning and valuable classroom time, we will urge parents to align family vacations and other events for which students must miss school with the [school calendar](#). Legends Charter School's academic program is very rigorous, so absences of any length are likely to jeopardize academic performance. Students are, therefore, required to attend all classes. If this is not possible, students are required to complete all the assigned make-up work.

Legends Charter School will comply with applicable state attendance reporting mandates. All absences require a written parent or guardian note to excuse a child's absence for being sick or other approved absence.

***Refer to Administrative Procedure 5113**

Skipping one (or more) class is considered an unexcused absence unless a prior arrangement has been agreed upon between the school and the parent. If a student accumulates excessive absences (absences that jeopardize the student's academic success, according to the course teacher), the parent will be required to meet with the Director of Student Affairs. The purpose of this meeting will be to determine how to remedy the consequences of absences to assure the student's progress. Concrete goals and a timeline will be summarized in an Absence Recovery Plan.

***Refer to Administrative Procedure 5113**

Tardiness

Students who do not arrive at school prior to 8:50 or class as outlined by their designated schedule on time are tardy. Students should aim to arrive at school ten minutes prior to his/her first class. Students must be in the classroom and in their seats when class begins. Under extreme circumstances (e.g., major traffic accidents, adverse weather conditions, sickness, or unexpected family issues), the Director of Student Affairs may excuse tardiness. Tardiness can cause a student to miss valuable instructional time, and often creates disruption and a distraction to the learning environment for other students; therefore, the Director of Student Affairs reserves the right to take disciplinary action against a student anytime they are tardy. Possible disciplinary actions may include exclusion from Elective (or Optional) Courses or Enrichment Activities, such as field trips or guest lectures. Chronic tardiness may lead to suspension or other disciplinary action.

As tardiness approaches the point of becoming chronic (**occurring again and again for a course of time**) the Director of Student Affairs informs the Parent in writing that if the student is late to class again, they will be marked as chronically tardy.

Late Arrival/Early Dismissal

If a student arrives late, it is the Parent's responsibility to accompany their student inside of the building to sign in at the security desk. A note or a call will not suffice. Students arriving late to school without a Parent may be held out of class until their Parent can be reached to explain the reason for the late arrival.

Late Pickup

Parents/guardians are required to pick up their students on time, either at dismissal or immediately after any extracurricular activity, club, or school function. In case of an emergency, parents/guardians must contact the school to inform them of the delay in picking up their student. If parents/guardians arrive late, they should report to the main office. Students will wait in a designated area until their rides arrive. If a student is not picked up in a reasonable time, Legends Charter will first contact the parent/guardian, then the emergency contacts, and finally, if necessary, Child Protective Services (CPS) and/or Prince George's County Police Department (PGCPD).

Dismissal

Students leaving early or leaving for part of a day must be collected and signed out by a Parent during a passing period and not during class time. If the Parent does not know when passing periods are, they should call the Maine office. No students will be released after 2:00 p.m. To prepare for dismissal

HOMework

Homework is an organic and integral part of the learning process. It is the best way for the student to verify that he/she understands what was learned in the class and can use this knowledge independently. Homework assists students in developing self-discipline, self-direction, and effective study skills. Students that miss school will be able to access their homework through the HW Buddy system.

Student Expectations:

- Listen carefully to teachers' instructions, write down all homework assignments in the CJ, (Grades 3-8) including due dates and asking questions when something is unclear.
- Take home all assignment instructions and all necessary materials.
- Schedule a time to complete homework.
- Complete homework independently.
- Communicate any difficulties with an assignment to the teacher the following day.
- Communicate any difficulties with material on which students will be tested as soon as a test is announced.
- Return assignments and related materials on or before the due date.

Teacher Responsibilities:

- Communicate homework and testing policies and procedures to students at the beginning of the course.
- Give clear homework instructions.
- Notify students at least five school days in advance of any test (quizzes excluded).
- Coordinate testing days with other teachers to ensure students do not have more than one test per day for courses in grades K-5.
- Monitor and evaluate homework.
- Return homework to students in a timely manner.

Parent Responsibilities:

- Schedule time for homework/studying and provide an environment that is well lit and free from distractions.
- Allow your student to complete work on his/her own.
- Communicate with teachers using the student's CJ, email, telephone, or a personal conference when specific academic difficulties arise.
- Help the student to prioritize assignments and support the improvement of organizational skills over the course of the school year.
- Promote development of the student's sense of personal responsibility for his/her education by gradually withdrawing from any participation in the student's organization of his/her homework and study time.

Proposed LPO Committee Structure

Meeting Schedule
Location: Media Center/Library

September 25 th , 2024	6:00 p.m.
October 16 th , 2024	6:00 p.m.
November 13 th , 2024	6:00 p.m.
December 18 th , 2024	6:00 p.m.
January 15 th , 2024	6:00 p.m.
February 19 th , 2024	6:00 p.m.
March 19 th , 2024	6:00 p.m.
April 23 rd , 2024	6:00 p.m.
May 21 st , 2024	6:00 p.m.

Advantages of joining the LPO

- Being able to work closely with your scholars
- To be involved in your scholar's education, provide opportunities to attend meetings participate in school activities.
- Able to help raise money to support the schools needs which include social events, teacher appreciation
- Advocate for scholars and educators
- Help strengthen family-school partnerships and provide resources
- Create a sense of community spirit

President:

- Liaison with Legends Charter School Administration (Principal, Board of Directors Parent Advocate)
- In collaboration with the LPO and Family & Community Engagement Coordinator Set Annual Goals for the LPO
 - Events Held
 - Projects Completed
 - Volunteers Recruited
 - Fundraising
- Works with Treasurer to develop, approve and oversee an annual budget
- Build and lead a positive community of students, faculty and parents who work together to achieve the LPO's Mission and Vision
- Oversee Officers and Committee Chair positions
- Time Commitment: 1 to 4 hrs./week (around 8 hrs./wk. if a large event is occurring)

Current : Dominique Venable email :legendsparentorganization@gmail.com

Secretary

- Take notes (minutes) during meetings
- Publish minutes
- Update and/or create documents & letters for the organization (i.e. Annual Teacher Appreciation Letter for Gift)
- Coordinate merchandise and LPO inventory
- Work with the President and the board to document anything they require
- Time Commitment: 1 hr./week (around 8 hrs./wk. if a large event is occurring)

Treasurer

- Manager Finances
- Set up Annual Budget & provide monthly reporting on financial health
- Issue payments to volunteers, vendors, and Annual Teacher Appreciation Gifts.
- Time Commitment: 2 to 3 hrs./wk.

Committee Name	Duties and Responsibilities	Members Needed
Volunteer Events Fundraising	Working in collaboration with Legends Family and Community Engagement Coordinator, the Fundraising Committee plans and executes school-based fundraisers with an overall goal of \$XX,000 annually. The Volunteer Committee recruits and serves as volunteers supporting: <ul style="list-style-type: none"> - Arrival - Dismissal - Recess - AR/ST Math - Special Events - School Events 	50
Room Parent	Working in collaboration with Legends Family and Community Engagement Coordinator, the Room Parent Committee recruits and serves as Room Parents, supporting the classroom: <ul style="list-style-type: none"> - Student Transitions - Birthday Celebrations - Classroom Events - Classroom work help 	32
Teacher Appreciation	Working in collaboration with Legends Family and Community Engagement Coordinator, the Teacher Appreciation Committed plans and executes quarterly and annual teacher appreciation events <ul style="list-style-type: none"> - Organizes the teacher appreciation luncheons that occur at the end of each grading period - Organizes the faculty snack pantry?? - Organizes the Faculty Holiday Party in December - Organizes the Teacher Appreciation Week events - Supports the Annual Teacher of the Year Award - Time Commitment: 4-6 hours per month 	20
Advocacy (Up and Out) Resources	Working in collaboration with Legends Family and Community Engagement Coordinator, the Advocacy Committee, led by the LPO President, advocates, on behalf of the parent community, up to the Legends Charter School Administration and Board of Directors about issues impacting Legends Charter School	10

	<p>students and families; and out to the PGCPS and MSDE on issues impacting the broader school community</p> <ul style="list-style-type: none">- LPO President will have routine office hours with Principal, CEO and Board Chair to advocate “Up”- The LPO “Out” Advocate will participate in the PGCPS District 4 Community Advisory Board and other external Opportunities <p>The resources committee researches and shares available community support resources available to the Legends Charter School community includes but not limited to:</p> <ul style="list-style-type: none">- Free school supplies / meals / clothes- Health and Human Services Issues- Translation Support- Transportation Support- Personal Legal Issues Support- Financial Support	
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