

The SEED Public Charter School Washington, D.C.

Student- Parent Handbook

2016-17 School Year

Dr. Adrian Manuel
Head of School

4300 C Street, SE | Washington, D.C. 20019 | (202) 248-7773
www.seedschooldc.org

The Mission of
The SEED Public Charter School of
Washington, D.C. (“SEED DC”)

SEED DC is a public college-preparatory boarding school whose primary mission is to provide an outstanding, intensive education program that prepares children, both academically and socially, for success in college.

Core Values

Responsibility | Respect | Self-Discipline

Compassion | Integrity

NOTE: The table of contents, index, headings, and subheadings, used throughout this document are provided for convenience only and in no way define, limit or describe the scope or intent of any provisions or sections hereof.

Updated 7/2016

WELCOME

Dear SEED DC Families,

Welcome to the 2016-17 school year! Whether you are a new or returning student/parent(s), we are excited to kick off another successful year and have you with us on this journey. As the Head of School, I am eager to meet all of you in the coming weeks and share my enthusiasm for leading this unique school community.

Expectations and outcomes are everything at The SEED Public Charter School of Washington D.C. ("SEED DC"). Our leadership team and faculty have spent time over the summer making important updates and adding new policies and procedures to fulfill our mission. Please spend the necessary time to review this Student-Parent Handbook carefully to obtain a clear understanding of the expectations we have set for all students and families of SEED DC.

The policies, expectations, and agreements contained in this Handbook will guide the actions and behavior of not only your child (our student), but also our staff and the school as a whole. This Handbook is considered a living document and changes/modifications will be made as necessary throughout the year in the best interest of our students and the school.


Like all good partnerships, SEED DC students and staff should both know what is acceptable, necessary, and appropriate. Everything from our attendance policy to the Charter Board-approved graduation requirements, is included in this Handbook. We hope this document will answer the questions of our newest parents, while reiterating and clarifying the policies for our returning parents.

We ask that you sit with your child, whether a new or returning student, and read this Handbook from cover-to-cover to ensure that we are all on the same page. And, once you have done so, we need you and your child's signature on the perforated "Student-Parent-School Agreement" sheet located in the back of the Handbook.

Please take the time to review and refresh your understanding of our policies, procedures and expectations. There is a wealth of information in this Handbook, and it should be something that you come back to again and again, if you need clarification about any of our expectations.

Thank you in advance for your support and cooperation. Be well.

For all children,



Dr. Adrian C. Manuel
Head of School

CONTACT INFORMATION

The SEED Public Charter School of Washington, D.C.

4300 C Street, SE
Washington, DC 20019

Main School Number
(202) 248-7773

Parent-Teacher Association (PTA)
(202) 248-7773 x5008

FAX NUMBERS

Head of School's Office
(202) 204-5766

Office of Community Engagement
(202) 318-6343

Wellness Suite
(202) 318-8625

DEPARTMENT NUMBERS

Office of the Head of School
(202) 248-3007

Principal
(202) 248-7773 x5000

Assistant Principal
(202) 248-7773 x5000

Director of Student Life
(202) 249-1916

Administrative Assistant to the
Director of Student Life
(202) 248-7773 x5024

College & Career Services
(202)-248-3027

Director of Family & Community
Engagement
(202) 249-3005

Family Engagement Specialist
(202) 248-3025

Director of Student Support Services
(202) 248-3015

Special Education Coordinator
(202) 248-7773 x5105

Director of Athletics
(202) 249-1901

Building Support Assistants
Brown and Marshall Halls
(202) 249-1907 or 1909

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RESPECT

is being civil, cordial,
courteous, and polite
toward peers and adults,
and tolerating differences
by treating others as you
want to be treated.

HOURS OF OPERATION

Our campus is a secured, 24-hour, 7-day-per-week school. We seek to create a home environment for our students and employees who reside on campus. Administrative offices are open from 8:00 a.m. to 5:00 p.m., Monday through Friday. However, Student Life offices are open until 8:00 p.m. Monday through Thursday, and until 6:00 p.m. on Friday.

INCLEMENT WEATHER POLICY

In the event that severe weather is anticipated in the DC metropolitan area, SEED DC administrators will review all available information and determine if an immediate school closing is necessary. Our decision to close or remain open is not determined by guidelines used by DC Public Schools or by the Federal Government. During these times, however, we will take into consideration the overall safety of our students, the predicted time of the storm, any known weather conditions that could impede travel for SEED DC staff and parents, as well as the likelihood of a power outage on campus. Once a decision is reached, we will communicate with families by phone (through our automated system), website, and/or Network TV. We will also use the automated phone system and the website to communicate the process and timeline for checking students back onto campus.

FIRE EMERGENCY PROCEDURES

Fire emergency procedures and response protocols have been established for residence halls, academic building and the student center. Each month, these buildings have at least one fire drill. When the alarm sounds, District of Columbia law requires that everyone be evacuated, even though it may be a false alarm or drill.

Tampering with any fire safety equipment, such as extinguishers, exit and emergency lights, smoke detectors, alarm devices, setting off false alarms, or failing to evacuate a building when an alarm is sounded are very serious offenses. Violators are subject to disciplinary action which could include dismissal, and may also be referred to civil authorities.

VISITOR POLICY

SEED DC endeavors to offer a warm and courteous welcome to visitors to its campus. The school is entrusted with the responsibility to safeguard the members of its community, and therefore access by visitors is limited and regulated by the Visitor Policy outlined below.

Visiting Students

Boarding school life can be a difficult transition for both students and families. Our visitation policy is meant to provide the structure necessary for building successful boarding school habits and the important time for parent-child relationships.

Students are not permitted to have guests on campus, including relatives, unless there are pre-arranged plans that have been discussed with the Principal or the Director of Student Life.

Parents are free to drop off items for their students between the school operating hours of 8 a.m. and 8:00 p.m. All drop-offs should be made to the front desk in the school lobby ONLY. At no point should a parent go

to a child's dorm or classroom to drop off items. Parents are not permitted to drop off food items unless pre-approved, (e.g. house or class events).

Do you have an emergency and need to speak with or visit your child? Call (202) 248-3034.



SEED DC understands that family emergencies do arise from time to time and that parents may need to enter campus to visit their child. When such situations occur during the day, please contact the Principal or Assistant Principal. When they occur in the late afternoon and evenings, please contact the Director of Student Life.

It is difficult to give a specific time for parents to reach students by phone. It is usually easier to have students call parents at a regularly scheduled time. If in the event of an emergency and parents need to speak with their student(s), and such situations occur during the day, please contact the Principal or Assistant Principal. If such situations occur in the late afternoon or evening, parents should call the Director of Student Life. Parents are asked to respect our policies and to not call campus to speak to their child except in emergency situations.

Visitor Requirements

Visitors are welcome on campus with an appointment between 8:00 a.m. and 8:00 p.m. If you have an emergency and need to be on campus outside of visiting hours, contact Stephanie Brown-Blackman, Director of Student Life, at (917) 770-0836 or sbrownblackman@seedschooldc.org.

All visitors to the school are required to bring photo identification displaying a birthdate. Acceptable forms of identification include a valid driver license, a state photo identity card issued by the Department of Motor Vehicles (or equivalent) for the sole purpose of identification, a passport, or a United States military ID.

All visitors must be cleared by Security before they are allowed on campus. Security is located in the main lobby of the Academic Building. Visitors are not permitted to enter the school via any other entrance. Upon arrival at Security, visitors are required to present formal identification to an officer for further screening. Access will be denied if a visitor does not have a stated purpose. Visitors are strongly encouraged to obtain authorization from their

SEED DC host in advance of their visit to ensure access to the school's campus upon arrival.

Visitors who clear screening are given a dated visitor badge in exchange for their identification. The badge is to be worn and visible the entire time of the visit.

After clearing security, visitors are then directed to Receptionist, who will contact the host or appropriate staff to come and receive the visitor. Hosts are responsible for visitors while they are on site, and visitors are not allowed to move about the campus unaccompanied.

Access to dormitories is strictly controlled, as these are the students' and staff members' homes. No visitor is permitted to enter a dormitory unless they are accompanied by a staff member, with the exception of parents at check-in and check-out. At any time parents are in the dorms, they should be accompanied by their students.

When departing the campus, visitors must leave via the main lobby and return visitor badges to Security in exchange for their identification. When possible, hosts are to escort visitors to the lobby.

Access to individual buildings on campus is controlled by means of an identity pass system and key and key card entry. Buildings are locked when not in use. SEED DC's campus is monitored by an extensive system of CCTV surveillance, which is constantly in operation. Security staff is present at all times, and periodically walks the ground during shifts.

Unknown/Uninvited Visitors

SEED DC acknowledges that, given the open nature of the campus it cannot hope to seal it off entirely. However, the community assists Security in limiting access by channeling all visitors to the main lobby. Any visitor to the school campus who is not wearing an identity badge should be politely asked their purpose and escorted to Security to follow the above procedure.

In the event the visitor refuses to answer or comply, they should be asked to leave the premises and Security will be notified about the situation. Security will assess the matter and decide if contacting the police is necessary.

A visitor who becomes abusive or aggressive will be asked to leave the grounds. Security will be called to escort the visitor off campus and will contact the police if needed.

Visitors During Events

A calendar of events is maintained and made available to Security and Reception. The calendar specifies when the campus is open and formal screening of visitors is not required (e.g., athletic games, Thanksgiving Dinner). During these open times, depending upon the event, Security limits access to various parts of the campus.

Community Support Workers, CFSA Workers and Clinicians, and Court-Appointed Professionals

SEED DC is committed to collaborating in a timely manner with the Metropolitan Police Department (MPD), Child and Family Services Agency (CFSA), community based agencies, and other government agencies regarding urgent matters and investigations involving the well-being of its students. With that in mind, please note the following:

- Community Support Workers, CFSA workers and clinicians, and court-appointed professionals who request to meet with students during visiting hours are required to provide a copy of a current school year (July 1st through June 30th) release, signed by the parent or guardian, or a court order that authorizes a clinician or other professional to visit with a specific student. All appointments must be scheduled 48 hours in advance with Stacey Pearl, Director of Student Support Services, at (202) 248-3015 or spearl@seedschooldc.org. Clinicians and court-appointed professionals who arrive on campus without appropriate documentation and/or an appointment will not be permitted to see students.
- SEED DC is not obligated to contact parents if CFSA or MPD arrive on site to conduct an investigation in response to a call about abuse/neglect or for an off campus incident or arrest. The responsibility of notifying parents rests with CFSA and/or MPD.
- On occasion, the attorney general's office, MPD, the Office of the Public Defender, or a similar agency or government office will want to meet with a student who may or may not be directly involved in a specific incident that took place off campus. When this occurs, SEED DC will either contact the parent prior to granting access to the student or request that the visitor contact or meet with the student during a time when the student is not at school. SEED DC is not obligated to facilitate this type of visit.

Suppliers, Contractors, and Delivery Personnel

There are a number of visiting contractors who provide services to the SEED DC community. Guidance regarding management of these visits is as follows:

- Truck drivers can use their bill of lading as an acceptable ID; however, such persons are not permitted outside their normal areas of pick-up and delivery without being escorted by appropriate staff.

- Delivery personnel (e.g., UPS, Federal Express, etc.) are permitted to make their deliveries to the appropriate areas without a badge provided they do not go outside normal areas of pickup or delivery
- Persons entering SEED DC grounds for the purpose of picking-up or dropping off individuals are not allowed outside of their vehicles unless they have been provided an appropriate pass.

Visitors of Residential Employees

Because of the number of employee residences on SEED DC's campus, it is inevitable that several visitors will consist of family or friends of staff, who may remain either for the day, overnight, or for longer periods. The responsibility for such visitors rests with the member of staff being visited, and their guests are to follow the same behavioral guidelines established for residential employees that are outlined in the SEED DC Employee Handbook. SEED DC reserves the right to limit, restrict, and/or deny access to our campus based on the safety, well-being, and best interests of our students and employees.

ATTENDANCE POLICY

SEED DC has high expectations for student attendance so that our mission can be realized. Our goal is to ensure every student achieves academic success by being present and on time at school during all program hours.

Students who have regular school attendance learn more and are more successful in school.



Send an email to attendance@seedschooldc.org
If a student will be absent, late or, needs to be picked up during Programming.

We understand that some absences are unavoidable. If your child is going to be absent from or late to school, please send an email to attendance@seedschooldc.org or call (202) 248-3023.

Excused vs. Unexcused Absences

Absences from school are divided into two categories: excused and unexcused.

Excused absences are when students are absent from school with a valid excuse and parental approval. Valid reasons for excused absences are:

1. Illness of the student. A doctor's note is required if a student is absent three or more consecutive days. (See "Medical Leave Policy.")
2. A death in the student's immediate family
3. Pre-approved college visit or involvement in a SEED DC approved external opportunity
4. Exclusion, by direction of school officials, due to quarantine, contagious diseases, or other medical/health reasons
5. Necessity for a student to attend any judicial proceeding as a plaintiff, defendant, witness, or juror
6. Observance of religious holidays

7. Lawful suspension or exclusion from school by school authorities
8. Temporary closing of facilities by school officials, including but not limited to severe weather, unsafe conditions, or other emergencies
9. Medical appointment with a doctor's note
10. Emergency circumstances approved by SEED DC

Unexcused absences are when students are absent from school for other reasons, with or without parental approval, including but not limited to:

- Family vacation
- Babysitting
- Shopping
- Oversleeping
- Cutting classes
- Job hunting
- Errands
- Attending non-SEED related events off-campus
- Non-compliance with health documentation requirements

80/20 Rule and Absences

Per D.C. Law, a student will be marked absent if he or she misses more than 20% of the school day.

Truancy

Truancy is chronic absenteeism from school. If a student accrues absences in any of the following ways he or she will be considered truant and referred to DC Child and Family Services Agency (CFSa), if 13 years or younger, the Office of the Attorney General for the District of Columbia (OAG), if 14 years or older, and/or the Office of the State Superintendent of Education (OSSE):

1. 10 unexcused absences
2. 15 unexcused absences
3. 20 or more excused or unexcused absences at any time within one school year
4. Any time educational neglect is suspected

Please note the following consequences for absences:

- Any student who has missed 10 consecutive days without an excuse may be dropped from SEED DC enrollment:
 - a) After three documented attempts to contact the family to no avail, or
 - b) If a family does not comply and partner with SEED DC on an established agreement to improve attendance.
- At the discretion of SEED DC, a student who is absent from a course 15 or more times without an excuse will receive a failing grade and no credit for the course.

- A student who has over 25 absences (excused or unexcused) for a given school year may not be promoted to the next grade and/or may be dropped from SEED DC enrollment.
- Once a student has missed three (3) Sunday check-ins, a parent meeting will be held. Additional missed check-ins may result in other disciplinary actions.

SEED DC will notify a student and family after a student has accumulated absences that warrant concern. Notification will outline consequences for absences, up to and including receipt of failing grades and removal from SEED DC enrollment.

The Attendance Team will schedule a meeting, as required by law, when families incur a significant amount of absences that warrant concern.

A student will have the right to petition to the Head of School, given the nature of the unexcused/excused absences, if he or she is being recommended for a growth year, credit denial, or dismissal.

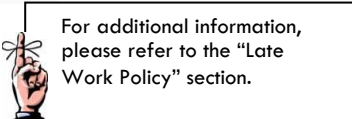
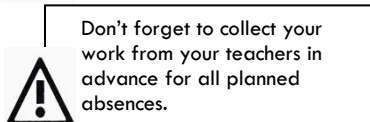
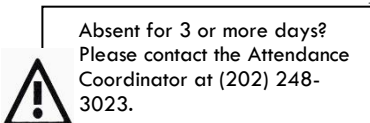
Early Dismissals and Planned Absences

If a student must leave campus during the school week and will miss any part of the school programming, academic or student life, including Sunday check-in, parents/guardians should send an email to attendance@seedschooldc.org. The email should include:

1. Student's name
2. Date(s) of absences
3. Date and time of pick-up and drop off
4. Name of adult who will pick up the student (proof of identification will be required)
5. Reason for absence/appointment

Please note that communication regarding absences must be submitted in written form by a parent/guardian on file. SEED DC will not allow a student to leave campus without prior written communication from a parent/guardian on file. Students must be signed out at the front desk in the lobby for early dismissal and signed in when returning to campus.

When a student returns to campus following a medical visit, a signed medical note must be presented to the nurse stating the reason for the absence. (See "Medical Leave Policy.")



Absences and Missed Assignments

Students are expected to complete all class assignments and homework following an absence from class, unless otherwise

determined by the teacher. Students should work with their teachers to complete late work. (See “Late Work Policy.”)

If a student has a disciplinary issue that results in them missing any days from school, the student is responsible for collecting all work from teachers and making it up. Parents/guardians may contact the office of the Principal regarding make up work for disciplinary absences.

Planned Absences From School: Leaving and Returning to Campus

Our goal is to have all of our students present so that we can best realize our mission. There are instances, however, when off campus appointments are necessary. If a student must leave campus during the school week, parents/guardians should follow the following steps:

1. Send an email to attendance@seedschooldc.org stating the student’s name and reason for absence/appointment, or call the school at (202) 248-3023. Whenever possible, please notify SEED DC at least 48 hours in advance of planned absences.
2. If a student is going to miss part of the student life program, including Sunday check-in, send an email to attendance@seedschooldc.org or call (202) 248-3023 between 5:00 p.m. and 7:00 p.m.
3. Parents, guardians and authorized adult designees must sign students out at the front desk in the lobby when taking them off campus and sign students in when returning to campus.
4. When returning a student to campus following a medical appointment, a signed medical note must first be presented to the nurse stating the reason for the absence. (See “Medical Leave Policy.”)

SCHOOL BELL SCHEDULE

The following schedule is the typical academic day schedule for students. Due to special events and activities, this schedule may be altered.

2016-2017 Bell Schedule			
6th Grade	7th Grade	8th Grade	Upper School
Building Block (8:00-8:45) 45 min	Building Block (8:00-8:45) 45 min	Building Block (8:00-8:45) 45 min	Period 1 (8:29-9:19) 50 min
Period 1 (8:48-9:33) 45 min	Period 1 (8:48-9:33) 45 min	Period 1 (8:48-9:33) 45 min	Period 2 (9:22-10:12) 50 min
Period 2 (9:36-10:21) 45 min	Period 2 (9:36-10:21) 45 min	Period 2 (9:36-10:21) 45 min	Period 3 (10:15-11:05) 50 min
Period 3 Lunch (10:24-11:09) 45 min	Period 3 (10:24-11:09) 45 min	Period 3 (10:24-11:09) 45 min	Period 4 (11:08-11:58) 50 min
Period 4 (11:12-11:57) 45 min	Period 4 Lunch (11:12-11:57) 45 min	Period 4 (10:45-11:35) 45 min	Period 5 (12:01-12:51) 50 min
Period 5 (12:00-12:45) 45 min	Period 5 (12:00-12:45) 45 min	Period 5 Lunch (12:00-12:45) 45 min	Period 6 Lunch (12:54-1:44) 50 min
Period 6 (12:48-1:33) 45 min	Period 6 (12:48-1:33) 45 min	Period 6 (12:48-1:33) 45 min	Period 7 (1:47-2:37) 50 min
Period 7 (1:36-2:21) 45 min	Period 7 (1:36-2:21) 45 min	Period 7 (1:36-2:21) 45 min	Period 8 (2:40-3:30) 50 min
Period 8 (2:24-3:09) 45 min	Period 8 (2:24-3:09) 45 min	Period 8 (2:24-3:09) 45 min	
Period 29 (3:12-3:57) 45 min	Period 9 (3:12-3:57) 45 min	Period 9 (3:12-3:57) 45 min	

SCHOOL TRADITIONS, CELEBRATIONS, AND ACTIVITIES

SEED DC coordinates a range of assemblies, ceremonies and activities designed to celebrate things like individual accomplishments, the progress we make as a school community, and the culture of our students and families. Parents are welcome to participate in school rituals and ceremonies and should review the school calendar for a listing of specific ceremonies, dates, times, and locations. You may also contact the office of Student Life at (202) 248-7773 x5024 if you have questions regarding this information.

Assemblies, Celebrations, and Trips

Community Meetings: SEED DC community gathers together to renew our commitment to the core values and to sustain a positive school. Meeting as a community creates the feeling that a group of people are connected. We believe that community meetings enhance the quality of relationships among students, families and faculty. These meetings allow students and adults time to establish routines and norms, set goals, celebrate achievements of community members, learn about upcoming activities, discuss wrongdoings, and plan for restoration of the community and its members.

Evening Assemblies: Evening Assemblies allow students to experience opportunities for personal growth and professional development. These assemblies are facilitated by guest speakers within the larger community, as well as by SEED DC students and staff. Evening assemblies are critical to SEED DC community because they foster academic achievement, academic enrichment, teamwork, camaraderie, and increased self-confidence for students.

Academic Honors: Quarterly, SEED DC community gathers for academic honors assemblies to recognize students who have earned a GPA of 3.4 or higher with no grade lower than a B- (High Honors) or a GPA of 3.0 or higher with no grade lower than a C- (Honors).

Annual Dave & Buster SEED Family Night Out: an evening with families enjoying games, music, food and more as we celebrate the partnership of the SEED community.

Annual “I Love SEED” Ball: A formal dance party. Students, families and faculty wear evening attire, which is specified on the invitation as black tie or white tie (the most formal). Ballroom dancing forms a large part of the evening.

Annual Winter Ball: A formal dance party. Students, families, and faculty wear all white evening attire, which is specified on the invitation. Ballroom dancing and other forms of dance occur celebrating the winter holiday.

Athletic Awards Banquet: The Athletic Department gathers student athletes and their families to celebrate the conclusion of the athletic school

year. We honor athletes' accomplishments, including the Most Valuable and the Most Improved Player, and award other special honors for athletes who have demonstrated outstanding performance.

Character Development: Quarterly, the SEED DC community celebrates positive student development. Students are recognized for their commitment to learning and to developing social competencies (planning, decision making, resiliency, peaceful conflict resolution, etc.), and for demonstrating positive values in the community.

College Awareness Week: College Awareness Week promotes SEED DC's college bound culture. Each week includes workshops, lectures, visits from college representatives, and raffles, which are all geared towards readying students for the college application process and starting college. Students in the upper school often plan and spearhead events that get the middle school students involved. Each College Awareness Week is also an opportunity for community wide involvement, as SEED DC faculty and staff have the opportunity to share information about their alma maters.

Homecoming Week: A tradition in many universities, colleges, and high schools in the United States, and at SEED DC, the tradition of welcoming back alumni of the SEED DC.

Fall Family Dinner: A Thanksgiving Dinner is held for students, parents, and faculty to celebrate SEED DC students' accomplishments and build community.

Founders' Day: In March of each year, we gather together as a community to celebrate the founding and mission of our school. The day includes presentations to honor faculty and staff who have dedicated four years of service to SEED DC. We also present the Sarada M. and Rajiv Vinnakota awards to a male and female 11th or 12th grade student who has made significant contributions to the ideals and culture of the SEED DC mission.

MS (Middle School) Fall Festival: A celebration that occurs around the time of giving thanks for family, friends and resources.

PARCC "Prep" Rally: The PARCC "Prep" Rally is held in advance of the PARCC, the District of Columbia's standardized test, to allow students an opportunity to demonstrate their knowledge of the skills they've been working on throughout the school year and to generate excitement and confidence about the test.

SEED School Pinning Ceremony (6th Grade Students): SEED DC holds an evening event in September to mark the significance of parents' and guardians' decision to send their children to a rigorous college preparatory boarding school.

SEED School Stepping Up Ceremony (Rising 9th Grade Students): To mark the rite of passage from middle school to high school. At the ceremony, selected students receive the Core Value Award, Effort Award, Most Improved Student Award, and Head of School Award, among others.

Spring College Tour: Another tradition for our students during the pre-phase of their college admission process. Juniors have the opportunity to experience a four to five day college tour that spans different regions in the United States. The tour is an opportunity for students to ask questions, take inventory of schools, and be challenged to think critically and objectively about what the “right fit” looks like for them. The trip includes a chartered bus, and food and hotel stay for a nominal cost to students and their families.

Spirit Days: Select days are chosen throughout the school year as a reminder of our individual contributions to SEED DC. It is a day when members of the community proudly proclaim, “We Are the SEED!”

The Night of the Stars Annual High School Dance: Students from SEED DC and SEED Maryland gather together for fellowship, dancing, food, and fun. The evening of celebration gives students a chance to relax together and helps to develop long lasting positive and rewarding relationships.

Transition Ceremony: Occurs at the end of the school year. It marks a time of transition for the seniors to college and alumni status at SEED. Juniors assume pre senior status.

Senior Traditions

The following events are meant to celebrate student effort and can be enjoyed by all students, except for starred activities, which have an academic and/or behavior requirement for participation.

Commencement: On the second Saturday in June, the school year concludes with commencement for seniors. Tickets are required to attend. Only students who have completed and passed all coursework, completed 100 service hours, and passed their POL, by the date listed in the Graduation Timeline, are eligible to participate in the June graduation ceremony. Students who are not eligible for June graduation will be required to attend summer school and may participate in the district-wide graduation ceremony in August.

Prom: Students who are on track to graduate in June or August, who have passed all coursework, completed 100 hours of community service, and passed their POL by the date listed in the Graduation Timeline will be permitted to attend prom.

Senior Class Trip: Students who are on track to graduate in June or August, who have passed all coursework, completed 100 hours of community service, and passed their POL by the date listed in the Graduation Timeline will be permitted to attend the Senior Class Trip.

Senior Dues: Each year the senior class will collaborate with the senior advisor to determine the cost of prom and the senior class trip. The elected class advisor will collect annual dues to help cover the cost of these activities. Payment plans are available, as needed, to assist students in paying senior dues.

Off-Campus Trips

During the Academic and Student Life programs, students will have opportunities to participate in off-campus activities and trips. All activities and trips are categorized as either “mandatory” or “earned.”

Mandatory Trips: Trips that all SEED DC students must attend that have a direct relationship to the school’s educational program and the child’s access to education.

Earned Trips: Trips that students must earn access to by meeting specific criteria. These trips are not essential to the students’ educational curriculum (e.g., amusement parks, movies, camping, ski trips, etc.). Criteria for each of these trips will be provided to students in advance in order to incentivize participation.

Criteria for these trips take into consideration the safety of the student and others, and the trips’ impact on students’ academic progress. The Programmatic Leadership Team will use these criteria to determine trip eligibility.

Student Leadership Opportunities

In addition to the challenge of rigorous academic work, SEED DC strives to provide a range of activities and programs that support our core values, increase exposure to learning opportunities beyond the classroom, and promote healthy life choices. Participation in the following activities requires that students maintain a minimum GPA and meet behavior standards. Students are required to make up any class work that is missed due to their participation in the following events and programs.

SEED DC Student Government: SEED DC Student Government is comprised of elected students from all grade levels who have a minimum GPA of 2.5. At the middle school level, students vote for a class representative from the 7th and 8th grade. At the high school level, in addition to electing a class representative for each grade, students also elect a Secretary, Treasurer, Vice President, and President, who provide school-wide leadership and sponsor activities that benefit the entire SEED DC

community. With guidance from the Director of Family & Community Engagement and SEED DC faculty advisors, the SEED DC Student Government coordinates events including fundraisers, Spirit Day, events that promote school pride, school improvement projects, etc. Information related to joining the Student Government will be provided to students and families during the first few weeks of school.

Student Ambassadors: Student Ambassadors serve as official student representatives for SEED DC by accompanying tours, hosting visitors, speaking at special events, participating in selected media interviews, and assisting with letter writing to special guests. Students must be in grades 7-12 and have a minimum 2.8 GPA. Seventh graders can apply in the spring. The program is designed to improve leadership skills, develop written and verbal communication, and increase public presentation abilities. The program is also an excellent way for students to display school spirit and build relationships with community organizations while also promoting the school.

STUDENT LIFE POLICIES

The Student Life Program provides students with a safe and nurturing home away from home. The aim of our program is to provide students with the opportunity to fulfill their potential for both academic excellence and social advancement. The exposure that students receive via service learning, enrichment activities, Habits for Achieving Life Long Success (“HALLS”), and tutoring is all directly connected to their success in gaining admission into and completing college. Therefore, attendance in all components of Student Life programming is mandatory.

General Student Life Policies

- Each student will be assigned roommate(s) as part of his/her boarding school experience. Roommate changes, if any, are made at the sole discretion of the Director of Student Life, in consultation with Life Skills Counselors and Resident Advisors.
- Students should never be in another student's room, unless that student is present or has given permission. There should never be more than four students in a room at any given time. Common areas and other spaces on campus can be used for socializing or other larger group needs.



Handheld electronics are brought at your own risk. Students and parents should exercise discretion in bringing these items to campus.



Questions about SEED DC's Student Life Program? Contact the Student Life Program Office at (202) 248-7773 x5024.



All fire equipment is for the protection of the entire community. Any tampering with such equipment will result in disciplinary action.

- To ensure a high quality of boarding school life, each member of the community is expected to be considerate of others. Conditions conducive to study must prevail in the dormitories. Handheld game devices, mp3 players (including iPods), and other portable devices are **brought at students' own risk** and should be kept at a low enough volume so that people outside the room in which they are played are not disturbed.
- Wandering about the dorm or visiting other students during Quiet House and after Lights Out (defined below) is strictly forbidden.
- Students are encouraged not to lend, borrow, or trade personal items. Borrowing without knowledge of both parties is considered stealing.
- **SEED DC is not responsible for loss of a student's personal property for any reason. This includes articles that have been lent, traded, stolen, or sold.**
- All students must have a robe in their dormitory room. Having easy access to their robe during emergencies and dorm evacuations will ensure a faster and safer exit out of the building.
- Telephones are provided on each floor of the dormitories for student use. Phone time and schedules are decided by each house's Life Skills Counselor and/or Resident Advisor. Middle School students are not allowed to bring cellular phones under no circumstances. Upper School students with cellular phones should only use them at designated times and not during programming. (See "Cell Phone Policy.")
- In accordance with the "Medicine Policy" outlined in this Handbook, all prescriptions and over-the-counter medication must be submitted to the school nurse. Students are not to keep medication of any kind in their dorm rooms without the explicit consent of the school nurse.

Care of Dormitory Halls and Rooms



All damage found at the end of the year will be the occupant's responsibility for repair or replacement charges. Students and their parents are financially accountable for any and all damages for which they are responsible.

Each dormitory room is furnished with SEED DC dormitory furniture. As stated in the shopping list delivered to parents prior to the start of school, among other specified items, students need to bring a twin size comforter, pillows, linens, washcloths, towels and an alarm clock. Dormitory rooms and furnishings, except those students bring themselves, are the property of the school and should be in the

same condition at the end of the year as when students accept them. Student Life Faculty will inspect rooms at the beginning of the school year and rooms

will be re-inspected quarterly to ensure that they are in compliance with the standards set forth below.

All damage found at the end of the year will be the occupant's responsibility for repair or replacement charges. Students and their parents are financially accountable for any and all damages for which they are responsible.

For safety reasons, dorm rooms must adhere to the following standards:

1. Rooms must be arranged so that a clear line of sight and access to doors and windows is unimpeded.
2. No extra furniture is allowed in dormitory rooms without permission of the Director of Student Life.
3. Trunks and hand luggage shall be stored in prescribed areas.
4. Appropriate posters may be placed on walls in such a way that walls and paint will not be damaged. Good taste in all wall decorations should prevail. In particular, decorations or any items that are offensive to the core values of the school are not allowed.
5. Fire regulations prohibit a room's wall and ceiling space being totally covered (i.e., no cloth hangings, including flags, draperies, door stoppers, and banners, are permitted unless they are certified as fireproof).
6. No cooking appliances or refrigerators are permitted in dormitory rooms.
7. Students may not have in their possession any electrical appliances other than the following: clock radios, alarm clocks, toothbrushes, hairdryers, curling irons, other electrical hair devices, and computers. **Televisions, DVD Players, camcorders, and game systems are not permitted in dormitory rooms.**
8. Candles, incense, lighters, matches, and fireworks are strictly prohibited.
9. No pets are allowed.
10. Window screens must not be tampered with.
11. Student rooms are to remain clean and in good order at all times. Student Life faculty members perform room and dorm inspections periodically and may enter student rooms without prior notice. Parents are required to visit student rooms two times a month during Sunday check-in.



Parents are required to visit students' rooms two times a month during Sunday check-in.

Rooms that are chronically unclean and not in good order will be referred to the Building Support Assistant for additional consequences and coaching.

Check-In and Check-Out Policy

As a college-preparatory boarding school, our programs are designed to prepare students academically and socially for college and beyond. Part of that process includes ensuring that all students have an opportunity to and physically for the school week, starting on Sunday evening. At the conclusion of a weekend with parents and families, SEED DC students return to campus, catch up with friends, and organize themselves and their school materials for the week.



Out of town and can't check-in?

Email SEED staff at

attendance@seedschooldc.org

or call (202) 248-3023.

prepare mentally

Check-in for middle school students is between 7:00 p.m. and 8:00 p.m. Check-in for upper school students is between 8:00 p.m. and 9:00 p.m., unless you are also checking in a middle school sibling. Please also review your SEED DC calendar. Parents who are unable to arrive during these times must notify SEED DC staff by emailing attendance@seedschooldc.org or calling (202) 248-3023.

Our student life program is central to our school's mission and all students are required and expected to be present and fully participatory in the student life program. If a student has an unexcused absence during the Sunday evening check-in, the next available check-in time is on Monday morning between 6:00 a.m. and 7:30 a.m. Students must arrive with their belongings and must be dressed in proper academic uniform and prepared for the academic day. Families arriving after 7:30 a.m. must check in at the lobby and not the dorm. Parents will not be allowed to leave luggage at the front desk during this time and must return at 4:00 pm with student luggage. Students must be dressed in proper academic uniform and prepared for the academic day. Families must bring their child belongings between 7:00 p.m. and 8:00 p.m. Students must return between 7:00 p.m. and 8:00 p.m. that evening to check in.

After 3 missed Sunday evening Check-ins, a student and his/her parent/guardian will be required to attend a meeting with the Director of Student Life. At that time, the student and parent/guardian must sign an attendance contract committing to arriving for Sunday night check ins. Additional failures to arrive for Sunday night check-ins will result in further disciplinary action and loss of Kickboard dollar incentives

All students must be picked up between 3:30 p.m. and 6:00 p.m. on Friday evenings on designated check-out dates (please review the school calendar). Failure to pick up your student by 6:15 p.m. may result in a parent meeting with a school administrator.

Middle School students must be checked in and out by a parent/guardian. All students must be picked up by 6:00 p.m. on check-out days. Upper school siblings can sign a middle school student out with parent authorization. Upper school students walking home or to the Metro must leave campus immediately after they have signed out. While waiting for pick-up, students must wait in the dormitory, not in the lobby or by the security desk.

In the event a parent is not able to check his/her student in at the designated check-in times, ***and*** has a valid reason for such inability to check the child in, an email should be sent to attendance@seedschooldc.org or call (202) 248-3023 to leave a message in the mailbox by 7:00 p.m.

The only valid reasons or excused absences for not checking a student into campus at the designated check-in times and dates are the reasons listed in the “Attendance Policy” section set forth in this Handbook.

In the event the parent does not email or call to communicate a valid reason for not checking his/her student into campus during the times designated, the student shall receive an unexcused absence.

Non-Traditional Check-In and Check-Out Procedures

Please review your school calendar for scheduled non-traditional check-in and check-out dates. Additional non-traditional check-ins and check-outs may occur due to unplanned school closures for inclement weather, power outages, etc.

Thursday Checkout: If professional development occurs on Fridays, students will check-out on Thursday from 3:30 p.m. to 6:00 p.m.

AM Check-in: As listed on the school calendar, there are occasions where check-in will be in the morning. On those days, check-in takes place between 6:00 a.m. and 7:30 a.m. During these times, staff is available to receive students in the dorm. After 7:30 a.m., students will not be admitted to campus, and they will receive an unexcused absence for the day. Students must return between 7:00 p.m. and 8:00 p.m. that evening to check in.

Emergency Checkout: While SEED DC makes every effort to provide families with advanced notice of check-in and check-out times, in cases of inclement weather or other emergencies, we may implement an emergency check-out to ensure the safety of all members of the community. In the event of an emergency check-out, our primary mode of communication is the automated messaging system. If we are unable to make contact with parents/guardians, we will make direct phone calls to the individuals parents/guardians have listed as emergency contacts.

Evening Routines

Quiet House: During the time periods designated on the daily schedule as “Quiet House,” students should begin to prepare themselves for the next day and for Lights Out.

1. Students should use Quiet House time to prepare their uniforms for the next day. It is during this time that clothing should be ironed and the uniform made ready so that the student is fully prepared for the next day.
2. Each house should be settling down for Lights Out, and all students should be in their rooms or a designated area. Visiting other rooms or wandering the halls is not permitted.
3. Students may also be required to participate in Study Hall..

Lights Out: “Lights out” means that students should be in their rooms, in bed for the night.

Student Common Areas

Student common areas are located on each floor of the dorms. The common areas are designated spaces in the dormitories for relaxation and socializing. It is the responsibility of each student to make sure the common areas are not abused. Students and staff will be responsible for maintaining the environment and furniture in these spaces.

Student Dorm Room Computer Privilege

All students may be able to earn the privilege of having a non-internet accessible computer in their dormitory room for school-related use. Student eligibility is reviewed on a regular basis and is based on the student eligibility requirements below.

Student Eligibility Requirements: The following general requirements apply to any student who becomes eligible for a dorm room computer. In order to maintain the privilege of having a dorm room computer the student must not be placed on disciplinary probation. A student placed on disciplinary probation may have his/her computer removed from their room. Upon removal from probation, the student will become eligible for a dorm room computer at the start of the next academic quarter.

Disciplinary Consequences: A student who violates SEED DC Network Use Policy will have their login (username and password) revoked for 30 days. Students requiring the use of a computer to complete assignments will gain access to a computer in a computer lab monitored by an adult, using a special account that an adult will use to log the student in and off the network. Students and their parent/guardian will receive notification of the consequence and will be required to meet with the respective Student Life Coordinator before access privileges are restored.

Student and Parent Agreements: Any student who is eligible and elects to have a computer in his/her dorm room will have to have parent permission and sign an agreement stipulating the following:

1. The assigned computer will only be for the assigned student's school/educational related use.
2. Students and parents will sign a release and will be held liable for damage that is not consistent with normal wear-and-tear, such as cracked monitor display, physically broken pieces of the computer case, or intentional marks on the equipment.
3. Computers and associated equipment cannot be removed from the assigned dorm room.
4. Students and parents must have a signed Student-Parent Handbook contract page on file.
5. Students and parents understand that these computers and the resources accessed through them are governed by the Information Network Access Policy contained in this Handbook. As such, any activity conducted on dorm room computers can be monitored by SEED DC.

Study Hall

Preparation for study hall begins at the times designated on the daily schedule. All students are expected to adhere to the Study Hall Protocol, which includes, but is not limited to, students being fully prepared and on their individual floors or in their designated study areas at the start of study hall. Your student may participate in both an academic intervention and Study Hall.

Academic interventions will be provided to students who need additional academic support. These sessions will take precedent over all other activities, including athletics, off-campus activities, and clubs.

Student Life Schedule

6:00am – 8:00am	MS Intramurals and Activities Empowerment
6:00am – 8:00am	Wake Up and Breakfast
3:50pm – 5:00pm	MS Programming
4:00pm – 8:00pm	US Programming
5:30pm – 7:30pm	9 th BUILD Seminar
5:00pm – 6:15pm	MS Activities and SL Programming
5:00pm – 7:30pm	Dinners
QUIET HOUSE	MS – 8:30 p.m., 9 th – 9:30 p.m., 10 th -12 th – 10:30 p.m.
LIGHTS OUT	MS – 9:00 p.m., 9 th – 10:00 p.m., 10 th -12 th – 11:00 p.m.

EXPERIENTIAL LEARNING

SEED DC offers a variety of exposure and enrichment opportunities during both day and evening hours. The opportunities provided seek to expand cultural and social readiness. Programming is also designed to prepare students to be active participants in planning and facilitating who they are now and who they wish to become.

Student Life Program Departments

The Student Life Program now contains multiple Program Departments to provide a wide range of extracurricular activities and learning experiences for SEED DC students.

PROGRAM DEPARTMENTS

STEM
Entrepreneurialism/Leadership
Health/Fitness/Wellness
Arts
Academic Support

STUDENT LIFE PROGRAMMING

Service Learning
Athletics/Intramurals
After-School Activities
HALLS Lessons
Exposure Trips
College Readiness
Cultural Enrichment Activities
Clubs/SPARKS

Each Student Life Program Department is led by a Program Coordinator, who will develop experiential learning opportunities for students. Program Coordinators will also connect students with summer opportunities, and

provide program information, information sessions, guidance with the application process, and family outreach. They will provide opportunities for students to receive relevant career exposure through job shadowing, internships in the upper school and career advising.

Students and families are strongly encouraged to apply and participate in summer opportunities beginning in the middle school to keep students involved, engaged and stimulated by the world around them. Students are strongly encouraged to complete at least one summer opportunity identified or approved by SEED DC prior to graduation. The long-term goal is for each SEED DC student to spend at least four summers involved in a summer opportunity.

SEED DC does NOT promote or facilitate paid job experiences or assist with the Summer Youth Employment Application process.

Please note that students who are not planning to return to SEED DC in the fall are not eligible for summer enrichment programs. Similarly, we do not offer summer programming for credit make up/promotional purposes.

For more information about experiential learning opportunities, contact the office of Student Life at (202) 248-7773, 5024.

Travel

SEED DC students will enjoy a range of travel experiences throughout their time at SEED DC. Whether local, domestic or international, the policies detailed within this handbook serve as the baseline standard expectation for student conduct and participation. Additional expectations, rules and agreements will be communicated to parents and students as needed.

Financial Assistance

The summer enrichment programs are typically sponsored by colleges, universities, other K-12 schools, and non-profit institutions. This does not apply to students attending academic courses in order to earn make-up or missed credits. Funding for financial aid varies and is limited each year. Some requests may be denied. For further discussion, please see the College/Career Experiential Learning Coordinator.

ATHLETICS

SEED DC supports the philosophy that a quality athletic program is vital to the positive social, physical, and educational development of students. The athletic program enhances and supports the academic mission of SEED. We are committed to promoting sportsmanship, ethical conduct, and fair play at all athletic competitions.

Through the process of hard work, commitment, and loyalty, athletics at SEED are meant to develop the following ten qualities: character,

sportsmanship, self-confidence, teamwork, unselfishness, responsibility, leadership, competitive spirit, decision-making, and physical skills.

Participation in sports is voluntary and a privilege. Such participation will be based on healthy competition between team members for starting positions and playing time. An attitude of entitlement, on the part of any team member, has absolutely no place in any of our athletic programs.

The SEED School of DC has a proud tradition of excellence in its activities and athletic programs. Students have many opportunities to participate in a wide variety of activities during their school career. The staff encourages students to take full advantage of these opportunities. Any questions about the athletic program should be directed to the Athletic Director at (202) 249-1901.

Interscholastic Athletics

Interscholastic athletic programs at SEED DC include the following:

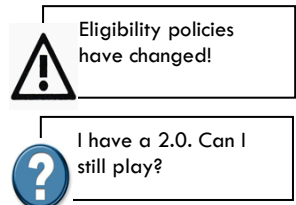
Volleyball, Flag Football, Basketball, Soccer, Cheerleading, Tennis, Baseball, Softball, and Track and Field.

SPORT	SEASON/ LEVEL	MIDDLE SCHOOL	UPPER SCHOOL	GENDER
Volleyball	Fall (Conference)	Yes	Yes	Girls
Flag Football	Fall (Intramural/ Conference)	Yes	Yes	Co-ed
Basketball	Fall/Winter (Intramural/ Conference)	Yes	Yes	Both
Soccer	Fall (Conference)	Yes	Yes	Co-ed
Cheerleading	Year-Round (Conference)	Yes	Yes	Co-ed
Step Team	Year-Round (Intramural)	Yes	Yes	Co-ed
Softball	Spring (Intramural)	Yes	Yes	Girls

Tennis	Spring (Conference)	Yes	Yes	Co-ed
Baseball	Spring (Conference)	Yes	Yes	Boys
Diva Fitness And Sports	Year-Round (Intramural)	Yes	No	Girls

Eligibility Requirements

SEED DC is a member of the District of Columbia State Athletic Association (DCSAA) and adheres to all guidelines thereof. The eligibility for students to participate in interscholastic athletics is as follows.



For Middle School: A student in grade six (6), seven (7), or eight (8) shall not fail more than one (1) subject in the grading period immediately preceding the sport season in which the student wishes to participate.

For High School: A student in grade nine (9), ten (10), eleven (11), or twelve (12), shall have a grade point average of at least 2.0 ("C") to participate in interscholastic athletics.

Length of Eligibility/Ineligibility

A student who is academically eligible or ineligible shall remain in that status for a period of one quarter/grading period. Change in eligibility status shall occur on the day report cards are issued. A student who becomes ineligible may no longer participate with the team regardless of the number of contests remaining in the season.

In addition to these athletic opportunities, students may also be interested in playing at a more competitive level against students outside of SEED DC. In order to participate on these teams, students must meet the additional academic eligibility requirements listed below. During the official tryout period, eligibility will be assessed and the student will be considered by the Head Coach.

Conference Eligibility

Conference eligibility does not apply to intramural and club sports. To be considered eligible for a competitive team that competes in league conferences, a student must:

1. Have a minimum GPA of 2.5 to try-out
2. Obtain medical clearance through a sports physical
3. Not be on “Disciplinary Probation”
4. Obtain one letter of recommendation from their current teacher or Life Skills Counselor
5. Receive parent permission

These requirements are non-negotiable and will be assessed by the Head Coach for each team on the first day of the tryout. Students will be selected based on attitude and overall skill level for that particular sport. Students trying out late for teams may still be considered if the final team roster is not yet established.

All students must have a sports physical in order to try-out for a competitive sport at SEED DC. This examination must be dated after the last day of the previous school year. A copy of an updated physical form must be on file in the athletic office prior to start of the sports season. (See “Health/Medical Records.”)

Sports Injuries

Minor Injury: In the event that a student incurs a minor injury, parents/guardians will also be notified immediately. If, at the time, the school nurse recommends follow-up care from a physician, the parent of that student is responsible for transportation and for providing medical documentation directly to the nurse upon the student’s return to campus.

Serious Injury: In the event that a student incurs a serious injury while playing at SEED DC on a SEED DC sports team, the student will receive emergency first aid from the school nurse or trainer and will be taken to the hospital, if further treatment is necessary.

In both cases, medical documentation from a physician clearing the student to return to school AND to return to sports participation is required and shall be the only information used by SEED DC to re-admit the student to school and back to the team.

Equipment and Uniforms

Equipment and uniforms are the property of the school and should be returned to the equipment room within one week after the end of the season. If equipment or uniforms are lost or damaged beyond repair, parents will be held financially responsible for the items. Students who do not return

equipment for which they are responsible may not be permitted to register for a sport for the following season.

Attendance

Attendance at practices, meets, and games is mandatory for all student athletes and is only excused when students communicate with coaches about other responsibilities.

If a student feels ill and stays in school, they should go to practice. If their illness gets worse, the coach can excuse them to wellness center.

Anyone failing to take part in the academic day without prior permission from the instructor will be ineligible to participate in practice or contests that day.

Three unexcused absences may lead to probation or dismissal from the team.

Athletic Chain of Communication

Within the SEED School of DC, the following chain of communication is in effect:

Student Athletes/Parents
Assistant Coach
Head Coach
Athletic Director
Director of Student Life
Head of School

If there are any questions or concerns involving some aspect of our athletic program, the athlete should first contact the appropriate coach. If there is no resolution, he/she should then follow the Athletic Chain of Communication as listed.

CODE OF CONDUCT

Core Values

SEED DC believes that everyone deserves a safe, supportive, and orderly learning environment, and the foundation of our school culture rests on our five core values: Respect, Responsibility, Self-Discipline, Integrity, and Compassion.

Respect is being civil, cordial, courteous, and polite toward peers and adults and tolerating differences by treating others as you want to be treated.

Responsibility is taking ownership of and being accountable for your actions and doing what you are supposed to do for the betterment of yourself and the SEED community.

Self-Discipline is controlling your behavior and actions and doing what is expected of you without reminders.

Integrity is doing the right thing, even when no one is looking.

Compassion is being concerned, helpful, and supportive toward other people and the community, and thinking about how another person will feel before you act.

Student Responsibilities and Rights

Student Responsibilities

- Attend school regularly and be on time
- Follow rules and directions of authority figures
- Complete schoolwork and house chores
- Make positive behavior choices
- Remain on school grounds unless permission is granted to leave school
- Learn from the consequences of your behavior
- Dress in full appropriate SEED DC ensemble
- Treat peers and staff in compliance with SEED DC policies

Student Rights

A SEED student has legal rights guaranteed by the Constitution of the United States. These rights and privileges cannot interfere with the rights of others or with SEED DC's policies and systems that provide a safe and orderly school environment. Students have the right to:

Freedom of Expression: Protects religious freedom and liberty against SEED DC's interference. Religious freedom will be subject to limitation only in the event of acts that endanger health and safety, damage property, or disrupt the educational and residential program. Being religiously neutral, SEED will not promote any religion, will not express opposition or hostility to religion, and will not show preference for one religion over another. It will be the responsibility of students and staff to respect the religious beliefs of others.

Participate in Patriotic Exercises: Any student or teacher who wishes to be excused from the participation in a flag salute shall be excused.

Conduct Activities in School Buildings: All student organization desiring to conduct activities at SEED shall be permitted to conduct these activities only if authorized to do so, and shall thereafter be subject to the supervision of the administration and faculty of the school. Any secret organization, rather than from the free choice of any student, shall be prohibited. No

organization which officially represents the school in any capacity and no curricular or extracurricular activity which is organized by the school may deny or segregate participation or award or withhold privileges on the basis of race, color, religion, national origin, sex, age, marital status, sexual orientation, or disability, except where the purpose of the activity requires qualifications.

Freedom from Unreasonable Search and Seizure of Property: A SEED student has the right to freedom from unreasonable search and seizure of his/her person and property. School Administrators, however, have a right under the law to search students or their property whenever there is a reasonable suspicion that the students have something that violates school rules or endangers others. Students may be searched to maintain the ongoing educational process, to maintain order, and/or to protect people and property. Searches may include the student and his/her locker, desk, bedroom, SEED owned computing resources (including all data stored on the SEED network), and personal belongings. Students shall not be asked nor required to disrobe, (i.e. no strip searches).

Freedom from Corporal Punishment: The District of Columbia prohibits employees of the SEED School from administering corporal punishment.

Due Process and Appeal: When students are alleged to have violated school policy, they have the right to certain due process protections. This means that they are entitled to notice of the allegations against them and the opportunity to respond to the allegations. If a student is suspended, and the parent/guardian believes that an action taken by the school is a violation of policy, the parent may use the Appeal process.

Freedom from Harassment and Discrimination: SEED DC is governed by federal, state, and local anti-discrimination laws. To address these, SEED DC has adopted policies that forbid discrimination providing equal educational opportunities on the basis of race, color, religion, national origin, sex, age, marital status, sexual orientation, or disability. If a student and/or parent/guardian believe that student has been discriminated again on these bases, the parent/guardian may file a complaint with the Director of Family & Community Engagement.

Confidentiality of and Access to Student Records: The Family Educational Rights and Privacy Act (FERPA) protects the right to confidentiality of access to student records.

Freedom from Unreasonable Punishment: Students have the right of freedom from unreasonable punishment of the group for the offense of one student or a few students. Offenders will be disciplined individually. Students who feel they have been subject to unfair punishment have the right to register a complaint, beginning with a school administrator.

Student Code of Conduct

SEED DC expects that all students will follow the Code of Conduct. If students choose act in a way that disrupts a safe, supportive, and orderly learning environment, however, SEED DC will implement consequences to address the behavior infraction and ensure that students learn the skills necessary to demonstrate appropriate behaviors both inside and outside of the school community.

We regularly review and update our Disciplinary Policy to maximize instructional time and improve our practices throughout the school year.

Disciplinary Level Behaviors

Level I and II behaviors are those behaviors that are insubordinate or cause minor disruptions to the academic environment, but do not involve damage to school property or harm to self or others. These behaviors result in classroom/residential level disciplinary responses supported by administrators or instructional coaches, so that teachers and Student Life faculty can manage minor student behaviors within their instructional and residential spaces.

Level III behaviors may require additional faculty support to implement interventions or strategies for a student. At this level, staff may facilitate a mediation, develop a plan to support a student's success, schedule a conference with parents and staff members, etc. The goal is for students to learn how to reflect on their own behavior, take ownership for their words and actions, and be an active participant in changing the behavior and repairing any harm done. Repeated Level III infractions will result in administrative action conducted by the Principal, Assistant Principal, Director of Student Life or Evening Dean.

Level IV behaviors cause significant disruption to the academic and residential environment and/or school operations, destroy school property, or cause significant harm to self or others. These behaviors result in administrative responses primarily conducted by the Principal, Assistant Principal, Director of Student Life, or Evening Dean of Students. Please note that should a disciplinary incident occur for which there is currently no level and/or there is a range of consequences as described, the Principal, Assistant Principal, Director of Student Life, and/or Evening Dean of Students will assign an appropriate disciplinary level and consequence to the behavior.

Level I: Productive Personal Environment
<ul style="list-style-type: none"> • Not having appropriate equipment and materials • Unauthorized eating in classroom, dorm room, or other unauthorized space • Failure to keep living area neat and orderly

<ul style="list-style-type: none"> • Failure to complete assignments during study hall or other scheduled time • Failure to complete and turn in assignments • Not following instructions • Off task behavior during instruction (such as talking or playing) • Abuse of hall pass • Tardy • Failure to participate in class or programming • Use of cell phones or technology devices at inappropriate times •
<p>Range Of Consequences: redirection, reflection, restitution (e.g., call home, early lights out, make-up missed learning time, loss of privileges).</p>
<p>Staff Oversight: Support Staff, Life Skills Counselors, Resident Advisors, Teachers</p>
<p>Level II: Productive Classroom/Dining Hall/Residence Hall Environment</p>
<ul style="list-style-type: none"> • Being out of seat without permission • Being out of uniform • Sleeping during class, study hall, or scheduled time for reading • Failure to follow dining hall routines • Improper use of school equipment or materials • Inappropriate campus phone usage (e.g., using phone outside of authorized time or without supervision) • Inappropriate usage of cell phones, headphones, and other electronic devices • Failure to complete assigned Level I or Level II consequences • Running in hallways, classroom, dormitory, or other community spaces <ul style="list-style-type: none"> • Repeated Level I behavior • Throwing items in class, dorm, or community setting • Failure to complete Level I consequence •
<p>Range of Consequences: redirection, reflection, restitution (e.g., call home, early lights out, make-up missed learning time, loss of privileges, parent conference).</p>
<p>Staff Oversight: Support Staff, Life Skills Counselors, Resident Advisors, Teachers</p>
<p>Level III: Orderly Environment</p>
<ul style="list-style-type: none"> • Violations of the computer and network Acceptable Use Policy, not pertaining to Level IV infractions • Truancy and excessive tardiness (more than five minutes late, three times) for class, student life routines, activities, breakfast, etc. • Inappropriate display of affection (kissing, hugging, holding hands, groping) • Solicitation (selling unauthorized items—e.g. snacks—at school) • Profanity and abusive language (including “put-downs”, “joning,” derogatory remarks, and sexually explicit remarks)

- Inappropriate/inadequate participation in school activities (e.g., internships, off-campus outings, weekend enrichment opportunities connected to SEED DC)
- Horseplay (e.g., hitting, grabbing, shoving, poking, tapping, chasing)
- Possession of or displaying inappropriate music, videos, images, posters, magazines (e.g., images or music that include profanity, nudity, or derogatory language)
- Failure to follow routines that endanger the safety of self and/or the safety of others
- Failure to report to assigned internship, school event, etc.
- Being in an unauthorized area (out of area)
- Filing false reports or accusations
- Failure to complete a Level II consequence
- Defiance/insubordination
- Verbal arguments
- Minor vandalism/defacement (writing on furniture or walls)
- Documentation of a repeated pattern of violating Level I or II

Range of Consequences: conference with an administrator, communication with parent/guardian, community/financial restitution, public apology, detention, focus group, success plan, suspension, mediation, restorative circle.

Staff Oversight: Principal, Assistant Principal, Student Life Director, Evening Dean

Level IV: Safe Environment

- Possession or use of a weapon, including but not limited to the following: air rifle, starter/pellet pistol, knife, gun, explosive devices, or any weapon that can be used to inflict serious bodily harm. NOTE: Possession of a weapon will result in an automatic Dismissal Review Meeting.
- Theft and/or possession of stolen property
- Fighting or assault or battery of any kind
- Defiance/insubordination (refusal to follow safety instructions after multiple redirections)
- Possession, sale, distribution, or use of alcohol, drugs, controlled substances, or drug paraphernalia NOTE: Possession, sale, distribution, or use of alcohol, tobacco, drugs, controlled substances, or drug paraphernalia will result in an automatic Dismissal Review Meeting. (See “Student Tobacco, Drug, and Alcohol Use Policy.”)
- Defacement/destruction of property (graffiti or vandalism) to include furniture, walls, bathrooms, locker rooms, etc.
- Bullying/Harassment of any kind (verbal, physical, sexual, hazing, cyber bullying, etc.), including retaliation against anyone who reports or participates in an investigation of bullying/harassment (See “Bullying/Harassment Policy.”)
- Physical threats of harm issued towards a staff member
- Knowledge of or involvement in arson
- Being off campus without permission
- Pulling a fire alarm or fire extinguisher without cause or otherwise

<ul style="list-style-type: none"> making a false alarm • Inappropriate sexual conduct (fondling of genitalia, engaging in any form of sexual relations) • Possession or distribution of prescription medication • Gambling • Documentation of a repeated pattern of violating Level III or IV code of contact • Failure to complete Level III consequence • Threats towards staff or school • Use of matches, lighters, etc. •
Range of Consequences: suspension, reflection meeting and/or Discipline Review Meeting, Self Efficacy Agreement (SEA), Dismissal Review Meeting.
Staff Oversight: Principal, Assistant Principal, Director of Student Life, Evening Dean, Head of School

Infractions involving the possession of a gun will result in dismissal from SEED DC in accordance with The Gun Free Schools Act.

SEED DC may have to report Level IV incidents to various authorities (including but not limited to the DC Metropolitan Police Department, Colleges and Universities, and the District of Columbia Public Charter School Board) when the infraction is illegal, causes significant disruption to the school operation, or causes substantial harm to self or others.

Consequences

Administrative responses are reserved for the most serious behavior infractions (Level III and IV). The majority of behavior infractions are managed in the classroom or dorm by teachers and student life staff. SEED DC faculty members are responsible for encouraging positive behavior and for responding to infractions of school rules. SEED DC provides a variety of consequences during the academic day as well as the residential program to motivate students as well as to teach students that appropriate behaviors represent the most efficient and effective means for attaining their goals.

Disciplinary responses for all levels of behavior may be assigned only after consideration of the factors involved in the inappropriate behavior, as outlined in this handbook, and after consideration of prevention, intervention, and remediation responses.

Disciplinary responses for students with disabilities shall be imposed in compliance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973.

Model of Care

All SEED DC faculty and staff are trained in the Boys Town education model, or “Model of Care” (MOC), a school-based intervention strategy that

emphasizes behavior management practices, relationship-building techniques, and social skills instruction. The MOC offers structures and strategies to reduce disruptive behaviors and empower students with self-management skills. The goals of the MOC at SEED DC are to: Teach students life-changing skills; Help students build healthy relationships; Empower students to make good decisions on their own; and to Care for students in a family-style environment. SEED DC faculty and staff implement the MOC at all times in our 24-hour a day school boarding environment, providing both praise for students practicing and demonstrating positive social skills, as well as redirection and instruction to address social skill deficits. The MOC helps faculty and staff to prevent student behavioral infractions, and also provides consequences (e.g., practicing a social skill) for violating the SEED DC Code of Conduct.

Restorative Practices: School-based discipline in the United States has traditionally been punitive. Punitive discipline, however, often does not resolve conflict or help students develop the social skills they need to make more positive behavioral choices in the future. Restorative practices work to repair the damage that hurtful acts cause to communities and relationships. This approach seeks to ensure accountability, while at the same time interrupting cycles of retribution. SEED DC is working with a trainer licensed by the International Institute for Restorative Practices to develop a system of restorative practices to incorporate into our existing discipline system. This approach seeks to promote student/staff accountability and ownership while also providing a safe space for problem solving and fair and respectful communication between parties. The Dean of Students, in partnership with other faculty and the Restorative DC project (Office of the State Superintendent's Office), work to ensure the implementation of restorative practices such as mediations, restorative circles, apologies, etc., to help repair harm and restore a sense of community.

Redirection to Corrective Strategies: Student misbehavior is initially handled with a corrective strategy from a faculty member. Faculty may use Model of Care Strategies (e.g., ignore, non-verbal prompts, verbal prompts, corrective strategies, guided self-correction, corrective teaching). This corrective strategy communicates that a student's behavior is inappropriate and provides fair warning to alter the behavior or face more consequences.

Guided Practice/Reflection: When a student has been given a reasonable amount of redirections, the faculty has used corrective teaching strategies, and the student's behavior continues to be an infraction of the code of conduct, he/she will be assigned a "Reflection." A Reflection entails sitting at a designated area, where the student is not allowed to talk or interact with any peers or with the faculty member. Students are expected to stay attentive to class discussions/lectures/presentations and are responsible for all assigned work. When the student has reflected and is able to self-manage behavior, then she or he will be invited once again to participate in class. The

reflection form asks students to identify their infraction, things they will do to improve their behavior, and ways that adults can help them be successful going forward. Students are expected to turn in a completed reflection to the faculty member. Students who repeatedly need time for reflection may receive additional consequences, such as loss of basic privileges. Students who continue to misbehave after given time to reflect will be removed from that setting.

When necessary, students will complete reflections during student life programming, as well. In certain situations, such as an off-campus activity, it may be impossible to have a student sit in a designated area. In this situation, student life faculty may provide the student with an alternate reflection activity or may refer them to reflection upon return to campus.

Referral: A documented report prepared by a staff member and a student for a Level III or Level IV behavior. Students and staff are required to complete an office referral. Upon request, a parent/guardian may request a copy of their child's referral. A copy of the referral is provided within a reasonable administrative period.

Conference with Principal, Assistant Principal, or Evening Dean:

This is a meeting between the student and an administrator. During the meeting, the student is provided the opportunity to talk about what happened. The administrator issues consequences and prepares the student to develop an apology and to return to class or student life activity. The administrator also prepares the teacher to accept the student's apology.

Communication with Parent/Guardian: A method used to inform the parent/guardian of the child's behavior and range of interventions administered, such as a phone call home, written documentation, or an in-person conference.

Community and/or Financial Restitution: A social or financial repayment for violation of school rules and/or property.

Apology: An apology is used as a means of returning to class and/or an activity as soon as possible.

Focus Group: A group designed by an administrator to focus on a particular topic (e.g. time management to improve tardiness).

Loss of Privileges: A disciplinary consequence whereby a student may not participate in extracurricular activities. SEED DC offers students many privileges that can be taken away as a consequence for poor behavior. A loss of privileges may include a decrease in phone time, exclusion from a social activity, an earlier bedtime, or bedroom restrictions.

Detention: Detention may also be assigned for other infractions, such as uniform violations or tardiness to class. Parents will be informed of a child's detention record and of office referrals upon request, but families may not receive daily contact about detentions. Detention is assigned by the Principal, Assistant Principal, Director of Student Life, and/or Evening Dean. Students who receive excessive detentions or fail to attend detention will have further consequences.

For repeated patterns of behaviors, a student may receive the consequence of detention. While in detention, students must continue to reflect on their decisions with a guided assignment. They are challenged to take ownership for their actions, learn new skills to support more positive behaviors, and to plan for their future success with overcoming their behavior challenges.

In-School Suspension: A student will earn ISS for more severe behaviors and in lieu of an out of school suspension when possible and appropriate for the infraction. Students serving ISS will spend their academic day in an assigned space to complete assignments and on campus restitution.

Suspension and Dismissal Process

To create and maintain a safe, supportive, fair and reliable school community and culture, SEED DC will suspend students from school when the behavior of an individual student is so disruptive or dangerous that he/she poses a very real and immediate threat to the health and safety of other members of the school community, or to the ability of the school community or portion thereof to continue normal operations. The Principal or the Director of Student Life will determine the length of the suspension, based on the severity of the infraction, the age of the student, and previous infractions. In all cases, parents or guardians will be informed of a suspension and will be required to attend a Reflection and/or Discipline Review Meeting to address the student's behavior, before the student may return to SEED DC. When the student returns to school following a suspension, the Reflection Meeting/DRM will either result in a) the student returning to SEED DC academic and student life programming, or b) the student returning to SEED DC programming with some restrictions and/or conditions (e.g., a behavior contract, agreement to fulfill restorative consequences, etc.). Students may also be placed on disciplinary status. A second suspension will result in a team meeting to determine additional consequences and supports.

The decision to suspend a student shall be made by the Principal or Director of Student Life after investigation of the circumstances surrounding the infraction at issue. A suspension pending a final determination regarding the proposed disciplinary action shall become effective immediately unless otherwise stated by the Principal or Director of Student Life.

Students for whom suspension or dismissal is being considered will be given notice and an opportunity to be heard before a final decision is made. For

students facing suspension of less than 10 days, prior to issuing the suspension, the Principal or Director of Student Life will meet with the student, notify the student of what he/she is accused of doing and the information that the school has to believe that the student engaged in such behavior, and give the student an opportunity to present his/her side of the story or explanation for his/her behavior. After this meeting, the Principal or Director of Student Life will issue a written notice to the parent detailing the length of and reason for the suspension.

For students facing suspension of 10 days or more, including dismissal, the Principal or Director of Student Life will meet with the student, notify the student of what he/she is accused of doing and the information that the school has to believe that the student engaged in such behavior, and give the student an opportunity to present his/her side of the story or explanation for his/her behavior. If necessary, the Principal or Director of Student Life will conduct additional investigation into the circumstances of the student's behavior and any explanation provided by the student. At the Principal or Director of Student Life's discretion, the student may be suspended pending the results of this investigation and recommendation for further disciplinary action. This investigation will be completed within 3 days.

After the meeting with the student and any investigation, the Principal or Director of Student Life will issue a written notice to the parent with a recommendation for long term suspension or dismissal and the reason for this recommendation. This notice will explain the information that is being relied on as a basis for the recommendation.

Within 5 school days of the recommendation for long term suspension or dismissal, a hearing will be held to make a final determination about the disciplinary action proposed. At the hearing, the Principal or Director of Student Life or designee will present the information relied on to support the recommended disciplinary action; the student will be given an opportunity to fully respond to that information; the student may be represented by an attorney; and the student may present any information that he/she wants to decision maker to consider. In most cases, the Head of School will act as the impartial decision maker at this hearing. In cases where the Head of School cannot serve as the impartial decision maker, an impartial decision maker will be appointed by the Head of School to hear all of the information presented and make a final decision about the proposed disciplinary action. Within 2 school days after the hearing, the decision maker will notify the parent in writing of the final determination and reason for that determination. Parents who are not satisfied with this determination may appeal to SEED's Board of Trustees. This appeal must be made in writing within 5 calendar days of the final determination.

Student suspensions are documented and maintained in SEED DC's internal database for all students. If requested, a high school student's behavioral

record maybe forwarded as part of the transfer of records and/or the college application and admissions process.

By request parents are permitted to have a copy of the incident reports written by their own child and by the school nurse.

Procedures for Suspending and Dismissing Students with Disabilities

The basis for disciplining, suspending or expelling students with disabilities shall be no different than the basis for such actions taken against students without disabilities. Reasonable accommodation of a student's disabilities shall not prevent the school from applying its discipline policy to students with disability when their behavior is not related to the disability. However, students with disabilities are entitled to certain additional procedural protections during the discipline process. These protections include, but are not limited to, requirements for a meeting to determine if behaviors resulting in dismissal or suspension longer than ten (10) days are a manifestation of a student's disability. Parents can request more information about this process and a copy of the procedural safeguards by contacting the Director of Student Support Services.

Off-Campus Conduct Policy

When students travel off-campus as part of SEED DC programming, they are representing SEED DC and are expected to adhere to the SEED DC Code of Conduct. SEED DC will address behavior incidents that occur during off-campus school programming. SEED DC hopes that students follow the SEED DC Code of Conduct while off campus and not engaged in SEED DC programming, and SEED DC will address any incident that occurs during non-school hours (e.g., weekends, school vacations, etc.), but that interferes with student safety, well-being, and learning on campus. SEED DC will address off-campus incidents that occur:

- On school grounds immediately before, during, or after school hours, or at any other time the school is being used for an activity or event
- Off school grounds at a school sponsored activity or event
- On school sponsored transportation to or from school, or a school sponsored activity, function, or event
- On or through official school communications systems (e.g., using a school issued email address or communicating on a school sponsored website)
- On an off-site activity that contributes to a hostile school environment for any student or results in a significant disruption to the school environment
- On field trips, including international travel

STUDENT TOBACCO, DRUG, AND ALCOHOL USE POLICY

The purpose of this policy is to maintain an alcohol-free and drug-free student environment. It is contrary to school policy to passively tolerate the

use of tobacco, alcohol, drugs, or other controlled substances. The school's approach to student use of such substances is a combination of prevention, treatment, and disciplinary interventions.

The phrase "tobacco, alcohol, drugs, and other controlled substances," includes, but is not limited to, the following, in any form:

Commercial-sale tobacco; alcohol, and alcohol-containing beverages; inhalants (such as gases, solvents, and adhesives); mood-altering substances; marijuana and its derivatives; cocaine, crack cocaine and its derivatives; LSD and other hallucinogenic drugs; PCP; amphetamines and amphetamine-like compounds; heroin; methadone; scheduled narcotics; anabolic steroids; herbs, herbal/natural stimulants; designer drugs and look-alike products and drug paraphernalia.

A student may not possess, use, produce, sell, distribute or have knowledge of alcohol, drugs, or other controlled substances. SEED DC reserves the right to test students for suspected drug use. The parent/guardian will be notified of the test and the results by a SEED DC administrator. A student may not violate district or federal laws regarding alcohol, drugs, or other controlled substances.

A student determined to have sold, delivered, distributed or have knowledge of alcohol, drugs, or other controlled substances for the purpose of drug use, as a result of an internal investigation, will result in an automatic dismissal hearing.

This policy applies to all students at all times in all settings, including but not limited to, school buildings, on school property and grounds, in school-owned vehicles, and at school-sponsored events regardless of location.

BULLYING/HARASSMENT POLICY

SEED DC is committed to creating a safe, caring, respectful learning environment for all students. We will treat all members of our community with civility and respect. Our school strictly enforces a prohibition against bullying or harassment of any students or staff. In collaboration with teachers and administrators the school has developed and will implement a plan for education and discipline, including curriculum, to prevent bullying and harassment and to help adults and students to respond effectively to reports and observations of bullying or harassment.

This policy is intended to (1) prevent bullying/harassment and cyber-bullying among our students, (2) to encourage students and their parents to have confidence in the school's policies and procedures and to come forward promptly whenever a student is subject to conduct that is prohibited by this or any other school policy, and (3) to implement appropriate discipline and other corrective measures when they are found to be warranted.

Definitions

Bullying: Has been defined by the Youth Bullying Prevention Act of 2012 (YBPA) as any severe, pervasive, or persistent act or conduct, whether physical, electronic, or verbal that:

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

Harassment: May take many forms, including verbal acts and name-calling; graphic and written statements, which may include use of cell phones or the Internet; or other conduct that may be physically threatening, harmful, or humiliating. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents.

Sexual Harassment: Defined as unwelcome conduct of a sexual nature. Sexual harassment can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment includes sexual violence, which the Inspired Teaching School defines as physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent. Sexual harassment can be carried out by school employees, other students, or third parties. This policy applies to sexual harassment by other students. Complaints about sexual harassment by school employees or third parties should be made pursuant to the SEED DC's Grievance Procedures.

Cyber Bullying: Bullying through the use of technology or electronic devices such as a telephone, cell phone, computer, fax machine, or the Internet. It includes, but is not limited to, email, instant message, text message, or Internet posting, whether on a webpage, in a blog or elsewhere.

Hostile Environment: Bullying/harassment creates a hostile environment when the conduct is sufficiently severe, pervasive, or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities, or opportunities offered by a school.

Retaliation: Any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Bullying/Harassment Prohibited

Bullying/harassment is prohibited on school grounds, property immediately adjacent to school grounds, at school sponsored or school related activities, functions or programs whether on or off school grounds, on or off school bus or other vehicles owned, leased or used by the school, or through the use of technology or an electronic device owned, leased or used by the school.

Bullying/harassment is also prohibited at a location, activity, function or program that is not school related through the use of technology or an electronic device that is not owned, leased or used by the school, if the act or acts in question create a hostile environment at school for the victim, infringe on the rights of the victim at school or materially and substantially disrupt the education process or the orderly operation of a school.

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

Administrators will make expectations clear to students and staff that bullying/harassment will not be tolerated and will be the grounds for disciplinary action up to and including suspension and dismissal for students.

The school will promptly and reasonably investigate all allegations of bullying/harassment.

The School Dean will be responsible for handling all complaints and investigations of bullying/harassment.

Reporting Bullying

All staff members are required to report any bullying or harassment they witness or are made aware of. Staff members should immediately record all such incidents in accordance with school procedures for reporting behavior incidents and notify the School Dean.

Any student who believes that they have been the target of bullying/harassment or who is aware of bullying/harassment is strongly encouraged to promptly report the matter orally or in writing to the School Dean, or to any other faculty or staff member or member of SEED DC with whom the student is comfortable speaking. Also, any student who is subject to retaliation in violation of this policy or who knows of another student who has been subject to retaliation is urged to report it as soon as possible.

A parent who witnesses or becomes aware of bullying/harassment is strongly urged to promptly notify the School Dean. A parent should also report any incident of retaliation in violation of this policy to the School Dean.

Anonymous Reporting

Reports may be made anonymously, although no formal response will be taken solely on the basis of an anonymous report. However, such a report may trigger an investigation.

Investigation of Incidents of Bullying/Harassment or Retaliation

If an incident of bullying, harassment or retaliation is reported, the School Dean will respond quickly and appropriately to investigate and intervene. Complaints or reports of bullying/sexual harassment/retaliation will be investigated in an adequate, reliable and impartial manner. Each investigation will include, as necessary, interviewing witnesses, obtaining documents and allowing parties to present evidence. All documentation related to the investigation will remain confidential. SEED DC will take steps to ensure the safety of all parties involved and determine whether the incident was one of bullying/sexual harassment/retaliation. SEED DC will also take steps to provide the complainant with periodic updates on the status of the investigation. Once bullying/sexual harassment/retaliation behavior has been determined, the following groups will be notified as needed by SEED DC, making every effort to protect confidentiality of those who report bullying/sexual harassment/retaliation:

- **Parents and Guardians:** SEED DC will notify the parents or guardians of victims, instigators, and witnesses as appropriate, about the nature of the incident and the steps in place to respond to it. The School Dean will determine if parents or guardians should be informed prior to or after the investigation of the incident.
- **Law Enforcement Agencies:** If SEED DC determines that the reported incident may involve criminal activity or the basis for criminal charges, information about the incident must be conveyed to the appropriate law enforcement agencies.

Within ten (10) school days of receiving a report of bullying, the School Dean will conduct the investigation and respond to the parents of the students involved in writing, summarizing the course and outcome of the investigation

and identifying an appropriate resolution. If it is determined that bullying/sexual harassment has occurred, appropriate corrective and remedial action will be taken. SEED DC will make determinations as to whether a reported incident constitutes bullying/harassment based on all of the facts and circumstances surrounding the incident. SEED DC will use a preponderance of the evidence standard (i.e., more likely than not that bullying/sexual harassment occurred) when resolving complaints.

Steps will be taken as necessary to protect suspected victims of bullying/sexual harassment during the course of the investigation process. SEED DC will make every effort to protect confidentiality during the course of the investigation. The individual responsible for conducting the investigation will be responsible for making determinations about confidentiality.

Appeals

Any party who not satisfied with the outcome of the initial investigation and response from SEED DC may appeal in writing to the Head of School. Appeals must be made within 30 days of the conclusion of the initial investigation. The secondary investigation shall be completed within 30 days of receipt of an appeal, unless: (1) circumstances require additional time to complete a thorough investigation; (2) the higher-level authority sets forth those circumstances in writing; (3) the additional time is not to exceed 15 days. The party not satisfied with the outcome shall be informed of his/her right to seek further redress under the Human Rights Act.

Sanctions and Remedies for Bullying/Harassment

SEED DC takes a tiered approach to responding to inappropriate behavior. The same approach will be taken when responding to bullying/harassment. SEED DC's levels of discipline are designed to (a) appropriately correct the bullying/harassment behavior; (b) prevent another occurrence of bullying/harassment or retaliation; (c) protect the target of bullying/harassment; and are flexible and can be varied in method and severity based on: (i) nature of the incident; (ii) developmental age of the person committing the act at issue, and; (iii) any history of problem behavior from the person committing the act at issue. The School Dean may apply more than one consequence, or skip a step, depending on the severity and nature of the violation.

Students engaged in bullying /harassment will be suspended 1 day for the first referral, and two (2) days for the second referral. A Step I Reflection Meeting will be scheduled to reflect on behavior with parents and students to determine what remedial action is appropriate and how it will be implemented. The goal is to correct the situation to the extent it is reasonably possible, to take such steps as can be taken to prevent there being a repetition of the incident, and to prevent the student or students targeted and others who participated in the investigation from being subject to

retaliation. If this same student receives a third referral for bullying/harassment, he/she will be automatically suspended for three (3) days and a Step 2 Discipline Review Meeting with SEED DC Administrators will be scheduled. The purpose of this meeting is to determine whether a student is dismissed from SEED DC or if the student may return to SEED DC programming.

Bystander Policy

Students are expected to report rumors of bullying/harassment, planned bullying/harassment, as well as bullying/harassment actually observed. Students who watch and laugh, as well as those who watch, but do not report what they have witnessed, are considered bystanders and will be treated as participants.

SEED DC defines bystanders as those who observe or have knowledge of, a level 3 or 4 without alerting or seeking support from a school staff member. This may include instances of bullying/harassment, fighting, theft, or arson.

HARASSMENT POLICY

General Statement of Policy

SEED DC is committed to providing all members of the school community with a safe and supportive school environment. Members of the school community are expected to treat each other with mutual respect and to accept the rich diversity that makes up the community. Disrespect among members of the school community is unacceptable behavior, which threatens to disrupt the learning environment and decrease self-esteem. Harassment is a form of unlawful discrimination as well as disrespectful behavior, which will not be tolerated. It is the policy of SEED DC to oppose and prohibit, without qualification, unlawful harassment based on race, color, religion (creed), national origin, marital status, sex, sexual orientation, disability, chronic illness, or any other characteristic protected by applicable law. Any unlawful harassment of a student by a member of the school community is a violation of this policy. SEED DC shall act to investigate all complaints of harassment, formal or informal, verbal or written, and to discipline or take other appropriate action against any member of the school community who is found to have violated this policy.

Harassment Policy Definitions

School Community: SEED DC “school community” includes, but is not limited to, all students, parents/guardians, school employees, contractors, unpaid volunteers and other visitors.

School Employee: The designation “school employee” includes, but is not limited to, all teachers, life skills counselors, student life associates, academic and student life support staff, administrators, bus drivers, custodians,

cafeteria workers, coaches, board of trustee members and agents of the school.

Unlawful Harassment: Verbal or physical conduct based on a student's actual or perceived race, religion (creed), color, national origin, marital status, sex, sexual orientation or disability and which has the purpose or effect of substantially interfering with a student's educational performance or creating an intimidating, hostile or offensive environment.

Sexual Harassment: Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when: (A) Submission to that conduct is made either explicitly or implicitly a term or condition of a student's education. (B) Submission to or rejection of such conduct by a student is used as a component of the basis for decisions affecting that student. (C) The conduct has the purpose or effect of substantially interfering with a student's educational performance or creating an intimidating, hostile or offensive educational environment. *Sexual harassment can include unwelcome verbal, written or physical conduct, directed at or related to a person's gender, such as sexual gossip or personal comments of a sexual nature, sexually suggestive or foul language, sexual jokes, whistling, spreading rumors or lies of a sexual nature about someone, demanding sexual favors, forcing sexual activity by threat of punishment or offer of educational reward, obscene graffiti, display or sending of pornographic pictures or objects, offensive touching, pinching, grabbing, kissing or hugging or restraining someone's movement in a sexual way.*

Racial Harassment: Unwelcome verbal, written or physical conduct, directed at the characteristics of a person's race or color, such as nicknames emphasizing stereotypes, racial slurs, comments on manner of speaking, and negative references to racial customs.

Religious (Creed) Harassment: Harassment on the basis of religion or creed is unwelcome verbal, written or physical conduct, directed at the characteristics of a person's religion or creed, such as derogatory comments regarding surnames, religious tradition, or religious clothing, or religious slurs, or graffiti.

National Origin Harassment: Harassment on the basis of national origin is unwelcome verbal, written or physical conduct, directed at the characteristics of a person's national origin, such as negative comments regarding surnames, manner of speaking, customs, language, or ethnic slurs.

Marital Status Harassment: Harassment on the basis of marital status is unwelcome verbal, written or physical conduct, directed at the characteristics of a person's marital status, such as comments regarding pregnancy or being an unwed mother or father.

Sexual Orientation Harassment: Harassment on the basis of perceived sexual orientation is unwelcome verbal, written or physical conduct, directed at the characteristics of a person's sexual orientation, such as negative name-calling and imitating mannerisms.

Disability Harassment: Disability harassment includes harassment based on a person's disabling mental or physical condition, including chronic illness, and involves any unwelcome verbal, written or physical conduct, directed at the characteristics of a person's disabling condition, such as imitating manner of speech or movement, or interference with necessary equipment. A chronic illness is an illness that lasts indefinitely, may limit what a person can and cannot do, and may require months or years of medication and other medical care.

Retaliation: It is a separate and distinct violation of this policy for any member of the school community to retaliate against any person who reports alleged harassment or against any person who testifies, assists or participates in an investigation, proceeding or hearing relating to such harassment. It is possible that an alleged harasser may be found to have violated this anti-retaliation provision even if the underlying complaint of harassment is not found to be a violation of this policy. Retaliation includes, but is not limited to any form of intimidation, reprisal or harassment and may be redressed through application of the same reporting, investigation, and enforcement procedures as for harassment.

False Reporting: A person who knowingly makes a false report may be subject to the same action that SEED DC may take against any other individual who violates this policy. The term "false report" refers only to those made in bad faith and does not include a complaint that could not be corroborated or which did not rise to the level of unlawful harassment.

Consequences: Any member of the school community that is found to have violated this policy may be subject to action including, but not limited to, warning, remedial training, education or counseling, suspension, dismissal, transfer, termination or discharge.

Reporting: Any school employee who observes overhears or otherwise witnesses harassment, which may be unlawful, or to whom such harassment is reported, must report this information to the identified harassment complaint official. A written report of the incident and the action taken by the school employee in response to it must also be given to the appropriate harassment complaint official designated to oversee the handling of harassment complaints.

Processes and Procedures

Any student or other person who believes that unlawful harassment of a student has occurred may inform any school employee or one of the harassment complaint officials. Any student who believes that s/he has been the target of unlawful harassment as defined in this policy may bring his/her complaint to the attention of any school employee or the harassment complaint official. Any student who believes that any corrective action taken by a school employee was ineffective may bring her/his complaint to the attention of the harassment complaint official. The complaint may be made either orally or in writing.

The harassment complaint officials for SEED DC can be reached at (202) 248-3015 or at (202) 248-7773 x5105. If the complaint official cannot be contacted, complaints can be brought to the attention of the Head of School, the Managing Director, or their respective designee. If one of the harassment complaint officials is the person alleged to be engaged in the harassment, the complaint shall be filed with one of the alternative officials or any other school employee the community member chooses.

As Required by Law or Regulation: The school may be required by law or regulation to report certain allegations and/or evidence of abuse to the Metropolitan Police Department, Child Protective Services, or some other outside authority. In such circumstances, the outside authority will dictate the process used to resolve the situation. As such, while the school will attempt to fulfill the goals addressed by the Informal Procedure and the Formal Procedure discussed below, it cannot ensure that either process will be followed precisely.

Informal Procedure: It may be possible to resolve a complaint through a voluntary conversation between the complaining student and the alleged harasser, which is facilitated by a school employee or, by a designated harassment complaint official. If a student under 18 years of age is involved, his/her parents shall be notified promptly unless, after consultation with the student, it is determined not to be in the best interests of the student. A person, of their choice for support and guidance, may accompany both the complaining student and the alleged harasser. If the complaining student and the alleged harasser feel that a resolution has been achieved, then the conversation may remain confidential and no further action needs to be taken. The facilitator, in writing, shall report the results of an informal resolution to the harassment complaint official within 10 working/school days of the complaint notification. If the complaining student, the alleged harasser, or the school employee/harassment complaint official, chooses not to utilize the informal procedure, or feels that the informal procedure is inadequate or has been unsuccessful, s/he may proceed to the formal procedure. Any complaint against a school employee shall be handled through the formal procedure.

Formal Procedure:

1. The harassment complaint official, the Head of School, or his/her designee shall fill out a harassment complaint form based on the written or verbal allegations of the complaining student within 2 working days of the complaint. This complaint form shall be kept in a centralized and secure location. A) The complaint form shall detail the facts and circumstances of the incident or pattern of behavior. B) If a student under 18 years of age is involved, his/her parents shall be notified promptly unless, after consultation with the student, it is determined not to be in the best interests of the student. C) An investigation shall be completed by the harassment complaint official. All efforts will be taken to complete this investigation within 14 calendar days from the date of the complaint or report.

2. The investigation may consist of personal interviews with the complaining student, the alleged harasser and any other individuals who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. In determining whether alleged conduct constitutes a violation of this policy, the harassment complaint official should consider the surrounding circumstances, any relevant documents, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, the age of the parties, and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances. In addition, SEED DC may take immediate steps, at its discretion, to protect the complaining student, alleged harasser, witnesses, and school employees pending completion of an investigation of alleged harassment and may make any appropriate referrals for assistance, including but not limited to counseling, rape crisis intervention, etc. The investigation will be completed as soon as practicable, but no later than thirty (30) calendar days from the complaint or report. The harassment complaint official shall make a written report to the Head of School upon completion of the investigation. The report shall include a determination as to whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

3. Following the investigation, the harassment complaint official shall recommend to the Head of School what action, if any, is required. SEED DC shall take appropriate action in all cases where the harassment complaint official concludes that this policy has been violated. Any person who is determined to have violated this policy shall be subject to action, including but not limited to, warning, exclusion, suspension, expulsion, transfer, termination, discharge or

any other remedial action, including but not limited to, training, education, or counseling. Action taken for violation of this policy shall be consistent with state and federal law, including but not limited to the due process protections for students with disabilities.

4. The Head of School shall maintain the written complaint and report of the investigation and results in a secure location. In the case of an investigation conducted by another agency, the Head of School shall receive a copy of the investigation report and results. The complaining student and the alleged harasser shall be informed of the results of the investigation, including whether the allegations were found to be factual, whether there was a violation of the policy, and whether disciplinary action was or will be taken. Any person who is determined to have made a knowingly false report shall be subject to action, including but not limited to, warning, exclusion, suspension, expulsion, transfer, termination, discharge or any other remedial action, including but not limited to, training, education, or counseling.
5. Either party in the complaint may appeal the decision of the investigation to the Head of School, SEED DC Board of Trustees, or exercise methods of appeal under the alternative procedures listed below.

Confidentiality

SEED DC recognizes that both the complaining student and the alleged harasser have strong interests in maintaining the confidentiality of the allegations and related information. The privacy of the complaining student, the individual(s) against whom the complaint is filed, and the witnesses will be respected as much as possible, consistent with SEED DC's legal rights and obligations.

Alternative Complaint Procedures

In addition to, or instead of filing a harassment complaint through this policy, a person may choose to exercise other options, including but not limited to, filing a complaint with outside agencies, including the U.S. Department of Education's Office of Civil Rights.

Notice and Publication

There shall be procedures for publicizing, on an annual basis, the identity of the harassment complaint officials who are designated to receive complaints. SEED DC shall use its discretion in developing and initiating age-appropriate programs to effectively inform students and school employees about the substance of the policy and procedures in order to help prevent harassment.

NONDISCRIMINATION POLICY

General Statement of Policy

In accordance with Title VI of the Civil Rights Act of 1964 ("Title VI"), Title IX of the Education Amendments of 1972 ("Title IX"), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Title II of the Americans with Disabilities Act of 1990 ("ADA"), the Age Discrimination Act of 1975 ("The Age Act"), and the DC Human Rights Act applicants for admission, students, parents, sources of referral of applicants for admission, and all unions or professional organizations holding collective bargaining or professional agreements with SEED DC are hereby notified that SEED DC does not discriminate on the basis of actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, political affiliation, source of income, or disability of any individual in admission or access to, or treatment in, its programs and activities.

Students, parents and/or guardians having inquiries concerning SEED DC's compliance with Section 504, ADA, Title VI, Title IX, the Age Act, and/or the DC Human Rights Act as they apply to **students and parents** or who wish to file a complaint regarding such compliance should contact:

The Office of the Head of School
 4300 C Street S.E.
 Washington, DC 20019
 202-248-3007
hos@seedschooldc.org

Grievance Procedure for Reporting Complaints of Discrimination

Any person who believes that SEED DC has violated the regulations of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, Title VI, Title IX, the Age Act, and/or the DC Human Rights Act may submit a complaint involving students who attend SEED DC to the individual designated below:

The Office of the Head of School
 4300 C Street S.E.
 Washington, DC 20019
 202-248-3007
hos@seedschooldc.org

The grievance procedures outlined below establish how complaints will be investigated and resolved. These grievance procedures are intended to provide prompt and equitable resolution of complaints. They do not bar individuals from filing claims in other forums to the extent permitted by state or federal law.

SEED DC encourages individuals to discuss their concern with the appropriate school official before resorting to a formal complaint. However, individuals are not required to do so before filing a formal complaint.

SEED DC prohibits retaliation against individuals who file a complaint or participate in a complaint investigation.

A formal complaint may be filed by following the steps outlined below:

Step 1: Within 90 days of the alleged discrimination or harassment, written notice of the complaint must be filed with the individual designated above. If the complaint is being made against the designated individual above, the complaint can be submitted directly to the Dr. Adrian Manuel, Head of School. The written notice must include the nature of the complaint, the date(s) of the occurrence, the desired result, and must be signed and dated by the person making the complaint.

Upon receipt of the written notice of the complaint, the designated individual to whom the complaint was submitted will immediately initiate an impartial investigation of the complaint. Each investigation will include, as necessary, interviewing witnesses, obtaining documents and allowing parties to present evidence. All documentation related to the investigation will remain confidential.

Within thirty (30) business days of receiving the written notice of the complaint, the individual investigating the complaint will respond in writing to the complainant. The response will summarize the course and outcome of the investigation, and identify an appropriate resolution. If, as a result of the investigation, it is determined that discrimination has occurred, appropriate corrective and remedial action will be taken.

Step 2: If the complainant wishes to appeal the decision from Step 1, s/he may submit a signed statement of appeal to the Dr. Adrian Manuel, Head of School, within ten (10) business days after receipt of the response. He can be contacted at (202) 248-3007 (P), (202) 204-5766 (F), vmakle@seedschooldc.org or by mail at 4300 C Street SE, Washington, D.C. 20019. The Head of School will review all relevant information and meet with the parties involved as necessary. Within twenty-one (21) business days of receiving the statement of appeal, the Head of School will respond in writing to the complainant summarizing the outcome of the appeal and any corrective or remedial action to be taken.

Step 3: If the complainant is not satisfied with the decision of the Head of School s/he may appeal through a signed written statement to the school Board of Trustees within ten (10) business days of the receipt of the Head of School's response. A statement of appeal to the Board may be submitted to the Head of School who will provide the statement to the Board. In an attempt to resolve the grievance, the Board shall review all relevant information and meet with the concerned parties and their representatives

within thirty (30) days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within fifteen (15) business days of this meeting.

The complainant may file a complaint with the Office for Civil Rights at any time before or during the grievance process. The regional office for the District of Columbia is located at 200 Independence Avenue SW and can be reached at (200) 368-1019 (P), (215) 861-4431 (F), (800) 537-7697 (TDD).

CELL PHONE POLICY

Middle school students (grades 6-8) are not permitted to have cell phones on campus at any time. If a middle school student has a cell phone on campus, it will be confiscated and held until the end of the week. At pick up, the parent/guardian may retrieve the cell phone, and will be required to sign an agreement that the student will not have the cell phone on campus again. If a student brings a cell phone to campus a second time, it will be confiscated and held until the end of the quarter, at which point a parent/guardian may pick it up.

Upper school students (grades 9-12) are not permitted to have cell phones during the academic day, unless a teacher explicitly permits that cell phones be used in class for instructional purposes and during lunch/recess only. Upper school students may not have cell phones at any other time during the academic day, including in the hallways, library, bathrooms, etc.

Upper school students are permitted to use their cell phones during free time during the Student Life portion of the day. However, they may not use their cell phones at dinner or at any time in the dining hall. Students are expected to use their phones respectfully (e.g., to listen to music with head phones, and at a low enough volume so that no one else can hear any sound from the device).

If an upper school student has a cell phone on, visible, or making noise, outside of specified use for a class during the academic day, the student will be asked to turn off the device and put it away or place it in a designated space in the classroom. The second time a student has a cell phone on, visible, or making noise, outside of specified use for a class during the academic day, the phone will be confiscated and held until check out that week. A parent/guardian may claim the phone at that time. The third time a student has a cell phone on visible, or making noise, outside of specified use for a class during the academic day, the phone will be confiscated for 30 days. A parent/guardian may claim the phone at that time.

At no time should ANY student have a cell phone on, visible, or making noise in the hallways, bathrooms, dining hall, etc. during the academic day. The ONLY acceptable use for cell phones during the academic day is for upper school students, with the express permission of the teacher.

Students bring cell phones at their own risk. At no time is SEED DC responsible for lost, broken, or stolen cell phones, or for cell phones that SEED DC confiscates as a result of students violating this cell phone policy. No monetary reimbursement will be given.

TECHNOLOGY POLICY

Introduction

If SEED DC property is stolen, damaged, or misplaced, students will be responsible for reporting the loss to SEED. Students will be responsible for

all or part of the repair or replacement cost and may be subject to discipline in the event of negligence.

The information network of SEED DC represents powerful educational resources that allow students to find information anywhere in the world. Students can connect to educational resources, businesses, universities, libraries, other schools and students around the world.

Just as SEED DC has rules for acceptable behavior, so, too, are there correct procedures and rules that govern the use of SEED DC Network and each of the computers, peripherals and other equipment that make part of it. If a student does not follow these guidelines, he/she may lose the privileges to access the Network and face other consequences administered by school instructors and administrators.

Before a student can access the Network, his or her parent/guardian must sign a statement acknowledging that they are aware of the proper procedures. Think of it as your permission slip to travel on the information highway.

Students and parents understand that computer activity can be monitored by SEED DC and that disciplinary actions can be taken in the case of violations to this Information Network Access Policy.

Behavior on the Network/Internet

For safety and the safety of others, students must remember to exercise caution when communicating with people anywhere. Students should not give out home phone numbers or addresses to anyone. If a student feels there is a problem or feels uncomfortable with the information someone is giving, student should tell a faculty member or the computer lab operator immediately.

On the other hand, students may not harass other users. Students don't want to run the risk of breaking the law by bothering other people. If a user on the Network asks that a student no longer sends them mail or in any other way contacts them, the student must stop all contact immediately. While students may feel he/she has the right of freedom of expression, others have the right to be free from harassment.

SEED DC code of conduct applies to Network activities. These rules apply to vandalism of computer equipment, unauthorized access to information, computer piracy, hacking, and any tampering with hardware or software. These rules also apply to harassing others and using abusive or obscene language on the information networks. Students may not use the Network to annoy, harass, or otherwise offend other people.

Student Acceptable Use Policy

I. Educational Purposes

- A. SEED DC Network has been established for a limited educational purpose. The term “educational purpose” includes classroom activities, career development, and limited high-quality self-discovery activities.
- B. SEED DC Network has not been established as a public access service or a public forum. We have the right to place reasonable restrictions on the material a student accesses or posts through the Network system. Students are expected to follow the rules set forth in the disciplinary code and the law in any use of SEED DC Network.
- C. Students will not use SEED DC Network or computers for:
 1. Playing games unless under faculty supervision for an educational purpose.
 2. Commercial purposes. This means students will not offer, provide, or purchase products or services through SEED DC Network.

II. Student Internet Access

- A. If the school leadership permits students to have a SEED DC email account through the school’s domain, seedschooldc.org, middle school students will only have e-mail access under a faculty members’ direct supervision through classroom account. Upper school students will need the approval of their parent/guardian to be issued an individual account.
- B. If approved by the school leadership, students may create a personal web page on SEED DC Network. All material placed on web pages must be pre-approved in a manner specified by the School. Material placed on web pages will relate to education and career preparation activities.
- C. SEED DC can set up restrictions to access the whole school computer network or some of its resources, included but not limited to the Internet. This is based on the school’s educational programs or based on the disciplinary standing of a particular student.

III. Access Times

- A. Students will not use a computer that is on a faculty/staff member’s desk, in a faculty/staff room, or that a teacher or staff member uses as his/her main computer at any time.
- B. If students use the computers in the morning, he/she will only use them for academic purposes. If students use the Internet at this time, he/she will only use it to access news or other education sites.
- C. Students will only use the computers during class-time or student life time while a faculty member is supervising.

- D. SEED DC may restrict, through setup of the Network, to what computers and at what times students will be able to access its resources.

IV. Unacceptable Uses

- A. Personal Safety - Students will not:
 - 1. Post personal contact information about themselves or other people.
 - 2. Agree to meet with someone he/she has met online without parent/guardian approval.
 - 3. Access/observe chat rooms or talk sessions unless supervised by faculty for an educational purpose.
 - 4. Fill out online forms.
- B. Illegal Activities - Students will not:
 - 1. Attempt to gain unauthorized access to SEED DC Network or to any other computer system through SEED DC Network or go beyond authorized access. This includes attempting to log in through another person's account or access another person's files or Network resources. These actions are illegal, even if only for the purpose of "browsing."
 - 2. Make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses or by any other means. These actions are illegal.
 - 3. Use SEED DC Network to engage in any other illegal act.
 - 4. Use school computers to store music, pictures, games, or other electronic media. In case this is requested for a specific assignment, student will have to obtain prior authorization from the instructor for whose assignment this action is required.
- C. System Security - Students will:
 - 1. Take all reasonable precautions to prevent others from being able to use his/her account. Under no conditions will students provide his/her password to another person.
 - 2. Immediately notify a teacher or the system administrator if he/she has identified a possible security problem. Do not go looking for security problems, because this may be construed as an illegal attempt to gain access.
 - 3. Avoid the inadvertent spread of computer viruses.
 - 4. Not attempt to circumvent any filtering or management controls.
- D. Inappropriate Language/Material – Students will not:
 - 1. Use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language on web pages, or any technology-based communication.
 - 2. Post information that could cause damage or pose a danger of disruption.
 - 3. Knowingly display offensive messages, pictures, or other material or sexually-oriented material.

4. Engage in personal attacks, including prejudicial or discriminatory attacks.
 5. Harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If a student is told by a person to stop sending messages, he/she will stop.
 6. Knowingly or recklessly post false or defamatory information about a person or organization.
 7. Use SEED DC Network to access material that is profane or obscene (pornography), that advocates illegal acts, or that advocates violence or discrimination towards other people (hate literature).
 8. Mistakenly access inappropriate information without immediately telling a teacher or another School employee. This will protect students against a claim that intentionally violates this Policy.
 9. Access material deemed inappropriate by his/her parent/guardian. Parents/guardians will instruct as to what additional content they feel inappropriate. The School fully expects that students will follow parent/guardian instructions in this matter.
- E. Respect for Privacy – Students will not:
1. Repost a message that was sent to them privately without permission of the person who sent them the message.
 2. Post private information about another person.
 3. Use another user's password or forge messages.
 4. Gain unauthorized access to the files, work or folders of another user, or vandalize or attempt to vandalize the data or files of another user.
 5. Post anonymous messages.
- F. Respecting Resource Limits – Students will:
1. Not download files unless absolutely necessary and approved by a faculty member. If necessary, students will download the file at a time when the Network is not being heavily used and immediately remove the file from the system computer.
 2. Not post chain letters or engage in "spamming," Spamming is sending an annoying or unnecessary message to a large number of people.
 3. Stay within the space quota for all servers.
 4. Subscribe only to high quality discussion group mail-lists that are relevant to education or career development.
- G. Hardware and Software – Students will:
1. Learn how to use hardware and software properly. If students have questions, he/she will ask a teacher or the network administrator.
 2. Not abuse the hardware, and will not adjust, connect, or disconnect components.
 3. Be totally responsible for items he/she borrows.
 4. Take no food or drink within 10 feet of computers.

5. Always honor copyright laws and licenses.
 6. Not install, change, copy, or delete software. This includes programs, add-ins, plug-ins, fonts, clip art, sounds, and supporting files.
 7. Take precautions against viruses.
 8. Not attempt to circumvent any software controls.
 9. Not connect peripherals to school computers, including but not limited to headphones, cameras (still or video), MP3 players (including iPod's and others), etc.
- H. Networks and Servers — Students will not:
1. Switch, install or replace equipment from the original way they were set up by school personnel.
 2. Touch the hubs, routers, servers, or connectors, or plug or unplug wires.
 3. Create their own network servers.
 4. Publish material on the servers without the sponsorship of a faculty or staff member. Only faculty and staff may manage published content on the Network.
- I. Intellectual Property
1. When students use someone else's work, he/she will give credit to the author. When a student does this, teachers will know which ideas are the students, and he/she won't be guilty of plagiarism. Plagiarism is "taking ideas or writings from another person and offering them as your own." Credit should always be given to the person who created the article or idea. The student who leads readers to believe that what they are reading is the student's original work when it is not is guilty of plagiarism.
 2. Students will respect the rights of copyright owners. Copyright infringement occurs when students inappropriately reproduce a work that is protected by a copyright. If a work contains language that specifies appropriate use of that work, students will follow the expressed requirements. If students are unsure whether or not he/she can use a work, students should request permission from the copyright owner. Copyright law can be very confusing. If students have questions, he/she will ask a teacher.
 3. Students will not possess any data that might be considered a violation of these rules in paper, magnetic format (disk) or any other form.
- J. Consequences of Violations: Students recognize that there will be consequences for violations of this policy. Consequences include but are not limited to: suspension/revocation of computer access, suspension/revocation of network access, suspension/ revocation of network privileges, school suspension, school expulsion, and other legal action and prosecution by the authorities. These consequences can be reviewed from time to time by school administrators and made available for students and parents.

- K. Student Network Rights - Free Speech: Student's right to free speech applies also to communication on the Internet. SEED DC Network is considered a limited forum, similar to the school newspaper, and therefore the School may restrict student speech for valid educational reasons. The School will not restrict student speech on the basis of a disagreement within the opinions.

V. Search and Seizure

- A. Students should expect only limited privacy in the contents of their personal files on the School Network. The situation is similar to the rights students have in the privacy of your locker.
- B. Routine maintenance and monitoring of SEED DC Network may lead to discovery that students have violated the policy, the disciplinary code, or the law.
- C. SEED DC can and will delete files that students have saved into the Network if the contents of those files are deemed inappropriate or if they put in risk the operation, performance and/ or security of the school computer Network as a whole or to any of its components.
- D. An individual search will be conducted if there is reasonable suspicion that students have violated this Policy, the disciplinary code, or the law. The investigation will be reasonable and related to the suspected violation.
- E. Parents/guardians have the right at any time to request to see the contents of student e-mail files.

VI. Due Process

- A. The School will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through SEED DC Network.
- B. In the event there is a claim that a students has violated this Policy or the disciplinary code in the use of SEED DC Network, the student will be provided with notice and opportunity to be heard in the manner set forth in the disciplinary code.
- C. If the violation also involves a violation of other provisions of the disciplinary code, it will be handled in a manner described in the disciplinary code. Additional restrictions may be placed on the student's use of its network account.

Limitation of Liability

SEED DC makes no guarantee that the functions of the services provided by or through the Network will be error-free or without defect. The School will not be responsible for any damage he/she may suffer, including but not limited to, loss of data or interruptions of service. The School is not responsible for the accuracy or quality of the information obtained through or stored on the Network. The School will not be responsible for financial obligations arising through the unauthorized use of the Network or computer system.

PERSONAL STUDENT PROPERTY

SEED DC will take every precaution to protect the safety of all members of the community. We reserve the right to search the person and/or personal property of students while engaged in school activities. Such a search may be conducted by a SEED faculty or staff member or, if necessary, a member of unit of the local Metropolitan Police.

Personal property includes, but is not limited to: individual dormitory rooms, lockers, purses, backpacks or other bags, iPods, cell phones, books, school supplies, personal pictures, room decorations, and other personal property and student possessions.

Students are allowed to bring personal property onto the school campus and they do so at their own risk. Students should not bring valuables to campus.

! SEED DC does not guarantee student property from theft or other loss. The School assumes no responsibility for replacing items lent, traded, lost, sold, damaged, or stolen on school grounds. The School is not responsible for financial obligations (e.g. replacing items) that arise from students bringing personal property onto campus.

Property Prohibited on Campus

The following items, in addition to other items or materials mentioned elsewhere in the “Code of Conduct,” “Disciplinary Levels,” and “Student Drug and Alcohol Use” sections of this Handbook, are prohibited from campus at all times; this list will be amended as needed throughout the school year:

1. Any materials (posters, t-shirts, etc.) that in any way suggest criminal, lewd, or otherwise inappropriate behavior that is disruptive to the educational environment
2. Without prior approval, cash in excess of \$20.00 for Middle School students and \$50.00 for Upper School students
3. Televisions, hot water pots, coffee makers, and DVD players
4. Home entertainment or game systems
5. Stereos or boom boxes
6. Glitter-based products (lotion, hair spray, etc.)
7. Matches, lighters, or other tools/materials for starting fires
8. Weapons of any kind
9. Pets or animals of any kind

RESPONSIBILITY FOR SCHOOL PROPERTY

Students are responsible for the care and maintenance of SEED DC property; whether that property is directly issued to them or used by them within the course of their time at SEED DC.

SEED DC issues textbooks, curricular materials, furniture, computers, and other equipment to students for their use during the school year. Students are responsible for preventing abuse, damage, or loss of these items, beyond reasonable wear-and-tear.

Parents and families will be held accountable for the replacement or repair costs of school property lost or damaged while under the care of the student

Damage to school property is a disciplinary violation as described in the discipline section of this Handbook.

Students and parents/guardians will be held responsible up to the cash replacement value for damage (or unusual soiling) caused to school property, including, but not limited to, textbooks, curricular materials, uniforms, computers, doors, walls, classroom and dormitory furniture. Additionally, students may be required to participate in some form of restorative justice or community service.

Parents and families who have not made restitution for damage to school property may be denied school report cards, transcripts, the opportunity to re-enroll and/or a graduation diploma until their obligations have been met.

UNIFORM POLICY

The SEED Ensemble

All SEED students are expected to be in the full appropriate SEED Ensemble throughout the academic day. The SEED Ensemble contributes in a very important way to the overall sense of unity as a school community. It enhances the learning atmosphere, adds a sense of pride, and promotes respect for oneself and others. It also builds school and community spirit, and, more significantly, helps to maintain high academic standards and social-emotional development among students.

Students must arrive to school after being home on the weekends with the appropriate number of uniforms (including athletic/PE uniforms) and appropriate clothing for the boarding program.

Each week at check-in, Student Life Faculty will make every effort to ensure that students are properly outfitted for the week, although it is the responsibility of parents and students to come to campus fully prepared for the week ahead. In the event your child is not properly outfitted for the week, parents will be called and asked to bring appropriate uniforms and other clothing to campus by 7:00 am the next morning.

Students will not be allowed off of the dormitory floor without being in proper SEED ensemble. If, for some reason, students make it off of the dormitory floor, and does not have the appropriate uniform item(s), parents should expect to receive a call regarding their child's uniform violation. In the event that a student does not have the appropriate uniform at school, parents will be expected to bring their child all of the needed uniform pieces.

Students not in proper school uniform during the academic day will be referred to the Principal, Assistant Principal or Director of Student Life.

SEED ENSEMBLE	
Shirts	<ul style="list-style-type: none"> • All shirts must bear the SEED DC logo. • Middle School students must wear powder blue polo shirts that bear the SEED DC logo. • Upper school students must wear a polo shirt that bears the SEED DC logo. • Senior Students can wear a pin stripe Oxford shirts. • Shirts must be tucked in at all times. • Shirts may not be tight, revealing, covered with non-SEED logo clothing or unable to be tucked in pants or skirts.
Pants/Skirts/Shorts	<p>students must wear tan</p> <ul style="list-style-type: none"> • Tan khaki pants or long tan khaki skirts must be worn throughout the school year. • Tan khaki shorts may be worn as a part of the fall uniform (August – Thanksgiving Break) and as a part of the spring uniform (Spring Break – June). • Skirts, pants, and shorts may not be tight or revealing.
Belts	<ul style="list-style-type: none"> • Belts must be worn with pants, shorts or skirts with belt loops. • Belts must be solid black, solid brown or solid navy blue. • Belt buckles must be plain and appropriate.
Head Gear	<ul style="list-style-type: none"> • Students cannot wear baseball caps, skull caps, doo-rags, scarves of any kind, or knitted caps.
Ties	<ul style="list-style-type: none"> • Ties must be worn to accompany Oxford shirts. • Ties should have appropriate patterns, graphics and text. • Crossbows are acceptable for grades 6-11.
Sweaters/Blazers	<ul style="list-style-type: none"> • Students must wear SEED logo sweaters and blazers with their uniforms. • SEED DC jackets (earned or purchased) may be worn as a part of the SEED DC dress

	ensemble. <ul style="list-style-type: none"> • All sweaters, jackets and blazers must be worn over SEED DC polo shirts or Oxford shirts. • Students may ONLY wear SEED uniform sweaters, fleeces, or jackets, as sold in the School Store.
Shoes	<ul style="list-style-type: none"> • Students must wear solid closed toe black, white or solid brown shoes. • Students may not wear Crocs, flip flops, sandals, knee high boots, UGGS, or any other open-toed shoes.
Physical Education	<ul style="list-style-type: none"> • Athletic skid-free sneakers • PE shorts (SEED logo) • White tee-shirt

All students attending the SEED School must be school uniform bearing the SEED School logo at all times. No exceptions.

Purchasing Uniforms at the SEED Store

All SEED Ensemble items, with the exception of Khaki belt loop pants and skirts, must be purchased from the SEED Store located on the school campus. Khaki belt loop pants and skirts may be purchased from Old Navy, J.C. Penny, Parker Uniform, or other department stores.

Uniform items may be purchased at the SEED Store, at the SEED DC campus, during the following times:

September 2016 - June 2017

Monday thru Friday: 7:00 a.m. – 7:30 a.m.

Tuesday and Wednesday: 6:00 p.m. – 7:30 p.m.

The SEED Store offers the following payment options:

1. SEED Store accepts all major credit cards and cash.
2. Lay-away requires the purchase of 5 shirts minimum with a \$40 down payment. The balance must be paid within 2 weeks of initial lay-away. (If not purchased within allotted lay-away policy, your purchase will be returned to inventory and a refund will be provided).

Uniform Item Price List:

Item	
Polo Shirts	\$15.00 - \$20.00
Fleece (Navy Blue) sweaters	\$20.00 - \$35.00
Cardigan (Navy Blue) sweaters	\$20.00 - \$35.00

Long Sleeve Oxford Shirts	\$19.00 - \$25.00
Adjustable Cross Ties	\$5.00
Physical Education (PE) shorts set	\$20.00 - \$25.00
Blazers	Prices to be determined

****All prices are subject to change depending on vendor pricing
McKinney-Vento Act***

The Office of School Superintendent of Education (OSSE) identifies students in foster care who have not been permanently placed as homeless and to qualify under the McKinney-Vento Act. In instances of need for foster care children, SEED schools will meet the educational needs of the students by providing uniforms at no cost.

Physical Education Uniform

All students are required to wear appropriate SEED uniform for physical education. A student may be permitted to wear other appropriate physical education attire when the parent/guardian files an objection based on religious or medical reasons.

Uniform Policy During Student Life Programming

Students are required to be in the SEED uniform at all times, including during Student Life programming. When participating in an athletic activity, students will change into the SEED DC Physical Education uniform. Students will not be permitted to return to the dorms after the academic day to change out of their uniforms.

SEED DC realizes that some events and activities that take place during the student life program require and allow for a variety of clothing. The above dress code should be the minimum standard adhered to by students at all times. Any exceptions for specific events and activities will be clearly dictated and put in writing.

Hygiene, Appearance, and Dress Requirements

Students have a responsibility to be dressed and groomed in a manner that is consistent with the Code of Conduct. Students who are enrolled in internships and other off campus programs shall dress in a manner appropriate for the assignment in which they are attending, including but not limited to special gear and professional uniform. The Principal and Director of Student Life shall determine when a student's personal hygiene, appearance, or dress is such that it disrupts or interferes with the educational process or endangers the health and safety of the student or others. The principal and Director of Student Life have the final authority for determining whether or not a student's apparel conforms to the SEED

uniform policy. When it is determined that the apparel is unacceptable based upon the SEED uniform policy, parents/guardians will be notified. If items are sent home, it is our hope and expectation that the inappropriate items will be promptly replaced with appropriate items immediately upon the student's return to school.

Clothing: All uniforms and casual clothes should be in good condition. While children are often fond of their "favorite" articles, these items are best left at home for weekends. Any clothing that is deemed outside of dress code or inappropriate in any way will be returned home with your child. If the offending article of clothing reappears, if consistent defiance of dress guidelines occurs, or if there are too many conversations with students about inappropriate clothing, they will receive the appropriate consequence as outlined by the Discipline Code.

Clothing should fit appropriately without being too tight or too loose. Oversized or baggy pants are prohibited. No pants are permitted to be worn below the waist with exposed undergarments. Clothing should be sufficient to conceal undergarments at all times. See-through fabrics are prohibited.

Absolutely no writing is to be on the seat of any pants, shorts or skirt. Half shirts, tube tops, crop tops, tops which are strapless or halter-type, see-through tops, or blouses/tops that drape open to reveal the midriff or the navel are prohibited and may NOT be worn. All shirts and dresses must have shoulder straps. Bare midriffs and bare backs are not permitted.

Pajamas or sleepwear, revealing clothing, or clothing that exposes the torso are not permitted. Examples include, but are not limited to, see-through garments, backless attire, bare midriff clothing that allows any area of the midriff (front or back) to be exposed when sitting, standing, or raising the arm (during lights out only)

Students should not arrive to campus in pajamas for any reason. In addition, Pajamas and pajama-like clothing should not be worn outside of the dormitories at any time. Even when visiting the school nurse in the evenings, students should not leave the dormitory in pajamas or pajama-like clothing. Shoes must be worn at all times and must be safe and appropriate for indoor and outdoor activity. Flip-flops, slippers, sock-like footwear and shower-type shoes may not be worn outside of the dormitories at any time.

Hats, Jewelry, and Other Accessories: Caps, hats, headgear, visors, sunglasses, bandanas, skull caps/dew rags, or knitted hats are not permitted. Head coverings recommended by a physician or as part of a religious belief will be allowed if there is sufficient proof documentation. Head coverings may be worn if authorized by the faculty and/or administration if it is part of a uniform (i.e., wearing a full baseball uniform during games or practice), or as deemed necessary.

Chains, other than necklaces considered to be jewelry. Examples include but are not limited to, heavy chains generally used for utility purposes, animal choke collars, and so-called “hip-hop” chains. Jewelry that contains any type of sharp object, or dangling or circled earrings the size of a fist.

Any clothing, jewelry and accessories with decorations, symbols, mottos, or designs which are offensive to good taste or the maintenance of a safe environment, wearing advertisements of commodities, such as alcoholic beverages, drugs, tobacco, and symbols or writings, weaponry, or profane language.

Hair: Hair should always be neat and in good condition. It is not the intention of the school to regulate every aspect of a student’s individuality, but hairstyles that require too much attention or cannot be kept neat and under control are inappropriate for this setting.

Students should have their hair done while they are at home on the weekends. Please do not place us in the difficult position of having to call you to attend to your child’s hair or having to issue consequences for violations of the dress code. Hair may never be managed during school or residential program hours Except during Quiet House.

STUDENT PASSES

Academic and social development is core to SEED DC mission. If a student needs to leave class or student life program sessions for any reason, they need to ask the faculty member to complete a student pass. Students may face disciplinary consequences in the event they leave a program session, event, practice, or class without an appropriate pass.

OUT OF AREA

Being in an unauthorized area or “Out of Area” as being present in buildings, rooms, or other areas on school campus restricted or not open to student access during all or portions programming to include students transitioning without permission of a staff member in the form of a written pass. As a level III infraction, range of consequence as listed in the School Discipline Code applies. Throughout the entire day, students engage in programming aligned with our philosophy as a 24-hour learning environment. It is critical that students participate in all aspects to maximize the benefit of our unique structure. In addition, we see students being out of area as a tremendous safety concern. We appreciate the support of parents and guardians in reiterating this rule.

STUDENT MOTORIZED VEHICLE POLICY

Students are not permitted to drive vehicles to school or to park them on campus during the school week. This is to ensure student safety and to

reduce congestion on campus. SEED DC assumes no responsibility for students who drive to its campus when school is not in session or who violate this policy during the school week. Student (driver or passenger) and parents are responsible and remain liable for any and all risks associated with use of a motorized vehicle, including parking on or near the SEED DC campus. Violation of this policy is a Level IV infraction with serious disciplinary consequence.

RESPONSIBILITY
is taking ownership and
being accountable for your
actions and doing what
you are supposed to do
for the betterment of
yourself and the SEED DC
community.

Grading/Homework/Growth Year/Credit Recovery Policies

GENERAL ACADEMIC POLICIES

SEED DC is committed to providing an outstanding college-preparatory curriculum to all students. In preparing students to be competitive in a collegiate environment and in the global workforce, SEED DC has developed a rigorous curriculum that responds to the needs of our 21st Century learners. SEED DC's promotion policy supports our belief that all students must master grade level standards. To that end, we are committed to providing our students with excellent instruction and personalized attention to help them realize their academic goals.

Grading Scale

The objective of SEED DC is to prepare its middle school students for a college-preparatory high school curriculum, and to prepare its high school students for college. To this end, SEED DC students can earn an "A" "B," or "C," for their academic mastery. Students need at least a 70% grade to demonstrate basic skills proficiency and thus earn a passing grade in any class.

Grades are based on a standard 4.0 grade point average scale. Letter grades are issued quarterly for all courses.

Students will have to demonstrate proficiency of at least 70% in each standard or key element to be considered passing.

LETTER GRADE	NUMERICAL VALUE	GPA POINTS
A	93-100	4.00
A-	90 - 92	3.7
B+	87- 89	3.3
B	83 – 86	3.0
B-	80 - 82	2.7
C+	79 – 77	2.3
C	73 – 76	2.0
C-	70 - 72	1.7
F	69 and below	0

Grade Descriptions

Please review the following rubric carefully to better understand what academic mastery and performance are necessary to earn each grade.

GRADE	DESCRIPTION
A	The “A” Student: <ul style="list-style-type: none"> · Demonstrates advanced mastery of content standard objectives · Performs at an outstanding level on a variety of assessments · Consistently completes clear, coherent, and well-developed assignments
B	The “B” Student: <ul style="list-style-type: none"> · Demonstrates above-average mastery of content standard objectives · Performs at a high level on a variety of assessments · Completes assessments thoroughly and shows an understanding of the essential knowledge and understanding
C	The “C” Student: <ul style="list-style-type: none"> · Performs at an average level on a majority of items on a majority of assessments · Inconsistently demonstrates an above-average mastery on any standard objective or key elements
F	The “F” Student: <ul style="list-style-type: none"> · Performs at a below average level on a majority of items on a majority of assessments · Inconsistently demonstrates proficiency or any mastery on any standard objective or key elements

Grade Calculations

Both middle and upper school course grades will be calculated in the following manner:

Marking Period Grades are calculated as the cumulative total of all standards-based assignments (assessments) during the duration of each of the four (4) marking periods.

First Semester Grades are calculated as the cumulative total and average of both the 1st and the 2nd end marking period grades and any semester exam assessed during the first semester.

Second Semester Grades are calculated as the cumulative total and average of both the 3rd and 4th end marking period grades and any 2nd semester exam assessed during the second semester.

Final Cumulative Course Grade is assessed and calculated as the average of the 1st and 2nd semesters' course grades.

School Wide Grading Policy Breakdown

Classwork	50%
Quizzes/Projects/Exams	40%
Homework	10%

Classwork

Quizzes/Projects/Exams

Homework

Formative assessments which “quickly check” and evaluate a student’s understanding of daily or weekly content standard objectives and/or key elements will only be graded using the 100 pt. or 100% scale. Examples of formative assessments are: “Do Now”; “Classwork”; “Independent Practice (homework)”. The number of formative assessments will not exceed two (2) per week or eighteen (18) per marking period.

Summative assessments, which measure mastery of instructional units, or several lessons, concepts or unifying themes will only be graded using the 100 pt. or 100% scale. Examples of summative assessments are: “quizzes”, “unit tests”, “projects”, “presentations”, “exams”. The number of summative assessments will not exceed three (3) per marking period.

Students will also earn Effort/Work Habits and Conduct marks on the interim and end marking period report cards. Students earning an “O” are assessed as being Outstanding; “S” are Satisfactory; “U” are Unsatisfactory. Students’ class participation, engagement, contributions, and behavior/conduct are separate marks and comments; and are not included in the calculation of the academic achievement grade. However, there is a direct correlation to the grades and the effort/work habits and conduct marks and comments.

Reports of Student Progress

SEED DC hosts an Academic Open House in September and routine Parent-Teacher Conference Nights each quarter, where parents may meet

individually with teachers regarding their child's progress and pick up their child's report card. In order to increase parent-teacher communication, parents are encouraged to set-up conferences with teachers and/or call or email as needed to discuss student progress. Parents may also contact either the Principal or Assistant Principal to schedule a "shadowing day" to visit their child's classes. Shadowing days must be set up at least 48 hours in advance. Please refer to the school calendar for specific dates of the events mentioned above.

Additionally, legal parents/guardians of students will receive regular reports of student progress. The school calendar contains the dates of marking/reporting periods. Report cards are issued quarterly. Interim progress reports are issued at the middle of every quarter. In an effort to make sure that parents receive regular reports of student progress and have an opportunity to ask questions, these reports will not be mailed home (except at the end of the school year). The Academic Office will establish times to distribute mid-quarter student progress reports on campus.

Late Work Policy

In order to enhance the quality of the learning program, SEED DC enforces a rigorous late work policy. It is important to note that SEED DC believes there is no substitute for being in class and completing work on time to gain as much as possible from our instructional program.

Assignments not submitted for credit will not receive an assessment grade. However, mastery of the standard or key element will be demonstrated and assessed before the end of the interim or end marking period. In the event of an absence, the two days allotted to complete late work will begin from the day the student returns to school. In the case of a family or medical emergency make-up work may be provided as part of an action plan for a student to make up for missed class time. Permission for this exception should not be assumed; it may only be granted by either the Principal or Assistant Principal. Documentation to justify such a request will be necessary.

Students are responsible, regardless of the reason for the absence, to communicate with their teachers and collect and turn in all assignments in a timely fashion. Teachers will be cooperative but will not take the lead on this.

Academic Probation

SEED DC will use a tier system, based on grade point average, to determine privileges and supports for all students. Students with higher grade point averages will receive additional incentives and privileges, while students with lower grade point averages will be provided additional academic supports such as mandatory tutoring, homework center, and study skills instruction. Students on lower tiers will also lose some privileges to attend trips or events. The tiers are as follows:

- 3.0 and above—Green
- 2.60-2.99—Yellow
- 2.59 and below—Red

Grade Level Acceleration Policy

To be considered for grade-level acceleration, a student needs to meet the following criteria:

1. Consistent out-performance of grade-level peers across all of the academic classes over time (at least a semester) as measured by grades and formative assessment
2. Testing in the proficient or advanced range on the most recent standardized measures on file
3. Demonstrated life-skills competence and leadership during the student life and academic program measured through academic, student life and administrative faculty feedback.

If criterion #1 is satisfied, the Principal will review the requesting student's standardized test scores and make the final determination.

Academic Dishonesty

It is SEED DC's expectation that SEED DC scholars present work that is true product of the student's work and has been honestly completed. We take instances of cheating and plagiarism very seriously.

Please review the following definitions of cheating and plagiarism:

Cheating: Cheating includes, but is not limited to, the following:

- Looking at another student's work during the course of a test or quiz
- Providing other students with answers or information on a test or quiz
- Copying another student's homework
- Obtaining copies of tests or quizzes or answer keys
- Working collaboratively with others on an individual assignment
- Bringing materials in to a test that are not permitted (notes, cheat sheet)
- Having another person complete your work (homework, paper, etc.) and turning it in for credit

Plagiarism: Plagiarism is taking ideas or writings from another person and offering them as one's own. Credit should always be given to the person who created the article or idea. The student who leads readers to believe that what they are reading is the student's original work when it is not is guilty of plagiarism. Plagiarism includes, but is not limited to:

- Copying words, phrases or passages from someone else's work and presenting it as one's own
- Buying a paper and presenting it as one's own
- Utilizing a source without citing it as a source

Students must respect the rights of copyright owners. Copyright infringement occurs when a student inappropriately reproduces a work that is protected by a copyright. If a work contains language that specifies appropriate use of that work, the student must follow the expressed requirements, if the student is unsure whether or not he/she can use a work, he/she should request permission from the copyright owner. If the student has questions, they are expected to ask a teacher.

The student may not possess any data that might be considered a violation of these rules in paper, magnetic format (disk) or any other form,

Consequences: Cheating and plagiarism are a violation of academic integrity. In the instance that a student is found to have cheated or plagiarized an assignment, the following consequences will occur:

First Occurrence:

- The assignment will be given a 0%
- Parent/guardian will be called
- The student must complete a typed one page apology to the teacher and attend a teacher/student conference facilitated by an administrator
- The student must complete an alternative assignment to demonstrate mastery of the standard objective or key element

Second Occurrence:

- The assignment will be given a 0%
- A conference with the student, parent/guardian and school administrator will be held
- The student must complete a typed one page apology to the teacher
- The student will be required to complete a research project assigned by an administrator
- Suspension
- The student must complete an alternative assignment to demonstrate mastery of the standard objective or key element

Third Occurrence:

- The assignment will be given a 0%
- A conference with the student, parent/guardian and school administrator will be held
- The student must complete a typed one page apology to the teacher
- Suspension and possible recommendation for dismissal based on the discretion of the Principals and Director of Student Life. The

student must complete an alternative assignment to demonstrate mastery of the standard objective or key element

Plagiarism is a significant violation of academic integrity if a student of SEED DC plagiarizes work from any source, including a classmate or roommate's homework or test, they will be subject to disciplinary consequences including, but not limited to restorative justice, a Discipline Review Meeting (DRM), and/or a more rigorous alternative assignment. If a student is cited for plagiarism of any sort on two separate occasions, they will be subject to disciplinary consequences not limited to suspension, and the student may be recommended for dismissal.

MIDDLE SCHOOL ACADEMIC POLICIES

Mastery of Common Core State Standards

Instruction in the Middle School Community is focused on ensuring that students have a solid understanding of grade level content, and are fully prepared to tackle accelerated academic content and coursework.

Successful mastery of content in the Middle School Community, specifically in Math and English is demonstrated only when a student receives a passing grade (A to C –) in each Common Core State Standard (CCSS). By passing each CCSS, a student displays that he/she has a better than average understanding of the Math and English standards for that respective grade level, and that he/she is ready to be promoted to the rigorous and challenging work of the next grade level.

At SEED DC, if a student fails more than 30% of their respective content CCSS, he/she has not successfully completed the requirements of that class and will be required to attend summer school and may not be promoted to the next grade level.

Middle School Common Core State Standards will be published or linked to our SEED DC website.

Summer School Policy

Achieving proficient mastery of the content in any grade means earning a “C” 70% or better. Students who do not meet with success and earn at least a “C” in either English Language Arts and/or Math may be required to attend summer school.

Students in grades six (6) through eight (8), will be required to attend a three-week summer school session, not to exceed fifteen days or fifteen hours of “differentiated” instruction in the standard(s) or key elements for which he or she did not master. Students will be given a comparable pre-test and post-test to measure academic growth.

Students in grades nine (9) through twelve (12) will be required to attend a five week summer school session, not to exceed twenty-five days or fifty hours of “differentiated” instruction in the standard(s) or key elements for which he or she did not master. Students will be given a comparable pre-test and post-test to measure academic growth.

“Growth Year” Policy

Any middle school student who does not pass all of his or her classes by the close of the academic year will not be promoted to the next grade level in June; this is referred to as a growth year. The decision to assign a student to a growth year is made by a committee that may include, but not limited to, the Head of School, Middle School Director, Director of Student Support Services, Director of Student Life, Academic Intervention Coordinator and teachers. If, after a careful and comprehensive review of their academic achievement, a student is assigned a middle school growth year, they will need to complete an additional school year in the same grade, which in turn is an addition year in the middle school. Upon successful completion of course requirements for the growth year grade, that student will matriculate to the next grade. A growth year will delay the anticipated upper school graduation date by one year.

HIGH SCHOOL ACADEMIC POLICIES

The High School academic program offers a rigorous college-preparatory curriculum. In addition to core curriculum classes, students take three years of a foreign language and choose two semester long elective courses per year. The intensive high school curriculum is supported by afternoon and evening study hall and tutorials.

Graduation Requirements

Subject	SEED Requirement
English	4.0 credits
Math	4.0 credits
Science (must include 3 lab sciences)	4.0 credits
History (must include WHI, WHII, US History, DC History & Government)	4.0 credits
World Language	3.0 credits
Health & Physical Education	1.5 credits

Art	0.5 credits
Music	0.5 credits
Electives	3.5 credits
Community Service	100 hours

Note: We generally don't list the specific courses of a subject area in order to allow for flexibility with trajectory, online courses, and independent study opportunities.

- Students must complete a minimum of 25.04 credit hours and 100 community service hours in high school in order to graduate from The SEED Public Charter School of Washington, D.C.
- According to District of Columbia graduation standards, at least 2 credits must be AP, CTE or college-level courses.

Upper School Promotion and Growth Year Policy

A student who fails more than two content classes behind will be recommended for a growth year. A Growth Year means that the student remains in the same grade for the next school year. The student will be grouped with students rising to that grade for all purposes, but will progress with classes where prerequisite credit was earned, on a case-by-case basis. Such an option is only available if it does not conflict with another required course offering and it is approved by the High School Program Director. If, after a careful and comprehensive review of the student's academic achievement, a student is assigned an upper school growth year, they may need to complete additional time in the upper school. This may delay the student's upper school graduation.

Advanced Placement (AP) Courses

The College Board administers a program of college-level courses and examinations called Advanced Placement. Students who obtain certain scores on the exams may qualify for college credit, or exemption from college courses. Courses in this catalog that fit this description are designated AP. Due to the level of rigor required by these courses, their grades carry a weighted average and students must apply and be accepted into each course each year.

In agreement with the College Board's statement that "all students who are willing to accept the challenge of a rigorous academic curriculum should be given consideration for admission to AP courses" and the strong correlation between taking AP courses and success in college, any SEED DC student may apply for enrollment in an AP course within their grade level course

sequence. Students may, with approval from the High School Program Director, apply for enrollment in AP courses outside their grade level course sequence.

Application Process:

1. Rising students attend information sessions about AP courses available to them the following school year
2. Interested students complete an application packet.
3. Application packets are reviewed by the AP Program Director and any relevant AP course teachers
4. Students must pass the pre-requisite course(s) and have scored proficient or above on the relevant PARCC test in 10th grade in order to be accepted into the program. Exceptions may be made with approval of the Principal.
5. Meetings are held with select students to make sure their AP choices are most appropriate
6. Students receive letters welcoming them to the program and contracts that must be signed by them and a guardian
7. Students receive summer assignment from teacher(s) for the following school year. Failure to successfully complete a summer assignment may result in a student's removal from the AP course

AP Examinations: All AP students must take the corresponding AP Examination. Students that do not take the AP examination for their enrolled course will be required to take a final exam for that course.

Adding an AP Course: At the end of the school year, students interested in enrolling in an AP course who did not declare their intent to enroll by the June deadline will be allowed to enroll in an AP course up until June 30 with the approval of the Upper School Program Director or Middle School Program Director.

Dropping an AP Course: Enrolled AP students may drop from an AP course only between the mid-first quarter marking period and the end-of-first quarter marking period. No student will be permitted to drop an AP course after the end of the first quarter. Throughout the first quarter, AP students will receive frequent counseling from AP teachers, the AP Coordinator, and the Upper School Program Director.

Credit Recovery/Make-Up

Credit recovery/make-up must be approved by the Principal. Make-up credit for most core content courses is offered through SEED DC summer school. If a student earned no credit in one or two core content courses with a final grade between 65%-69%, the student has two options:

1. Attend and successfully complete summer school for the appropriate course and earn satisfactory/passing grade in that make-up course. Upper School students who take summer school courses will have

their original failure course grade and summer school course grade appear on their transcript. The original failure grade and the summer school grade will be factored into the GPA calculation; OR

2. Re-take the course at SEED DC. This means the student will not be able to take the next course in the academic sequence and will always be one course behind in that sequence. The student may lose an elective option during her/his course sequence by selecting this course of action. This option is only available if it does not conflict with another required course offering and it is approved by the Principal.

If a student earned no credit in one or two core content courses, with a final grade less than a 65%, the student will:

1. Attend and successfully complete an enrichment program for summer school for the appropriate course in order to build prerequisite skills for the course. No credit will be offered for courses completed during the enrichment program.
2. Re-take the course at SEED DC. This means the student will not be able to take the next course in the academic sequence and will always be one course behind in that sequence. The student may lose an elective option during her/his course sequence by selecting this course of action. This option is only available if it does not conflict with another required course offering and it is approved by the Principal.

A student who fails to earn a credit in any course will have to complete the class before being able to be admitted to the sequential course, i.e., English 9 before English 10; Spanish 1 before Spanish 2; Algebra before Geometry, etc. The student will be enrolled in the class with students who are traditionally scheduled to take the pre-requisite. For example, ninth-graders taking English 9 may be in class with a sophomore 10th grader who needs to earn the required English 9 credit. Such an option is only available if there are seats available in the sections available. For example, if there are three sections of English 9 and they are filled with ninth graders, the repeating tenth-grade student will have to make arrangements for an alternative class recovery, i.e. on-line, summer school, night school, etc.

If a student earned no credit in more than two core content courses, the student does not earn enough credits to be promoted to the next grade, and the student remains in the same grade for the next school year. Students anticipated upper school graduation year may be delayed by one year. A ninth-grade student should earn at least six (6) credits; a tenth-grade student should earn at least (6) credits; an eleventh-grade student should earn at least (6) credits; a senior student should earn at least (6) credits.

Online Courses and Independent Study Courses: SEED DC recognizes that for some students, the need to recover only one or two course credits is

all that stands between them and successful completion of high school. At times, students may not be able to make up those required credits in the same traditional format and graduate on time. In those instances, SEED DC may offer the opportunity for students to enroll in an online course and/or an independent study course to recover missing credits.

In the case of an online course, a learning provider recognized by the D.C. Charter School Board will be selected and the student will be supervised by an adult from the community. Approval from the Principals must be granted before enrollment. Students must submit a final transcript for all online courses to the registrar to ensure credit is granted for successfully completing courses. In the case of an independent study course, an adult from the community will design and implement a standards-based curriculum with approval from the Principals. In both instances, the same high academic standards present in a traditional class are upheld.

Study Abroad

SEED DC recognizes the value of time spent immersed in other cultures and therefore supports study abroad and educational travel programs when appropriate.

Timing and Selection of Program and Placement: As much as possible, interested students should work with SEED DC to apply to study abroad. If this is not possible, the students and parents should inform SEED DC about the student's intent to study abroad at least one semester in advance. SEED DC reserves the right to work with exchange organizations that have met the school's criteria and have proven their commitment and responsiveness and to reject those organizations that do not.

School Expectations for Students: Students and parents should consult with administration regarding the coursework needed during their time abroad to meet the school's graduation requirements. The team should create a plan that outlines the ways in which those credits can be earned (abroad, at SEED DC, online, etc.).

While SEED DC appreciates the challenges of a student's exchange experience, living and studying in a different language, culture and school, students are expected to attain passing grades (the equivalent of a C- or better).

Students are required to present at least once on their study abroad experience after returning home (may be incorporated in their Presentation of Learning ("POL")).

Students are required to collect the syllabus of each class taken abroad, along with samples of work (homework, tests, etc.) to facilitate credit for study abroad coursework.

Students must ensure that SEED DC receives formal educational transcripts from the host institution and guidance on the host school's grading system to facilitate credit for study abroad coursework.

SEED DC's Responsibilities: Students who participate in semester or year-long study abroad programs must still submit re-enrollment forms to SEED DC for the school year they are abroad in order to remain on SEED DC's enrollment roster and have the ability to continue enrollment at SEED DC upon their return. This is not necessary for students who participate summer study abroad opportunities that are not facilitated by SEED DC. The Principals should review coursework and plan for credit accumulation with the student prior to departure, to facilitate potential academic credit transfers and the ease of re-entry into the school. SEED DC will make every effort to honor the work completed by students during their study abroad experience, but please note that credit cannot be guaranteed prior to reviewing the syllabus and grades earned for each course.

COLLEGE READINESS AND APPLICATION PROCESS

College Application Requirements

All graduating seniors from SEED DC are expected to apply to at least 6 SEED DC endorsed schools. Endorsed schools follow SEED DC guidelines as it pertains to graduation and retention, strong academic and social supports and financial aid.

Endorsed school/program options may include City Year, Year Up and other specialized training/certificate programs recognized by SEED DC.

Students who apply to schools that are not endorsed by SEED DC will be responsible for the following fees:

- Postage (if applicable)
- Transcripts – There will be a \$2.00 transcript processing fee per school.
- Application fee (if applicable). SEED DC will not provide a fee waiver for schools that do not meet the guidelines.

All students are expected to:

- Submit the FAFSA,
- Complete the DCTAG application (when eligible) and
- Submit paperwork for the Last Dollar Scholarship.

All juniors are expected to apply for the SEED DC Scholarship. Students who opt out of applying will have to present to one or more members of the

Administration accompanied by a guardian/parent to defend their decision to opt-out.

Transcript Fees

Students will receive up to 8 free transcripts for use in applying to SEED DC approved colleges. Each additional transcript will incur a \$1.00 processing fee (due upon request). Transcript requests for non-approved colleges will incur a \$5.00 processing fee.

Discipline Reporting

The discipline records that we provide to colleges/universities begin for students in the 9th grade/Freshman year.

There are several violations that may be presented to an Admissions Committee. Students should be aware of the fact that for certain infractions the consequence at SEED DC may not be their last.

The following list outlines the types of things that may be reported (typically fall under levels 3 and 4):

- Plagiarism: Essays, Research papers, projects.
- Fighting/Assault
- Weapons: Carrying/having weapons in unauthorized areas whether used or not.
- Vandalism to property (buildings or personal possessions)
- Possession and/or use of illegal substances or alcohol

The frequency and depth of the infractions listed above coupled with any repeat behaviors will impact the decision to report to colleges/universities.

If a student has something to report to a college they must check the appropriate box in their application and then prepare a written statement that explains what happened, when it happened, the outcome and what was learned from their decision-making. The Head of School and the Director of College Counseling will sign the statement. The report will be enclosed with the Secondary School Report submitted by the Director of College Counseling.

Junior/Senior Seminars

All students enrolled at SEED DC are expected to attend and participate in Junior and Senior Seminars, without exception. SEED DC prepares students for successful matriculation into and through college. Attending both of these classes is a part of that process and students do not reserve the right to OPT-OUT.

College Admissions Testing and Fee Waivers

All students enrolled at SEED DC are required to take the ACT or SAT. Juniors are expected to take both the ACT and SAT at the close of their test prep class. Seniors are expected to take the SAT or the ACT at least once during 1st Semester. A student and parent must sign a waiver accompanied by a statement of explanation if he or she opts out of testing in the senior year.

Juniors and seniors are considered Fee Waiver eligible if they qualify for free or reduced lunch. Fee waivers are either used for testing or college applications. The SAT fee waiver can be used once during the junior year and a second time during the senior year. Fee waivers are non-transferable. If a student uses a waiver and does not show up for testing the waiver is considered USED and the second waiver is forfeited and no longer accessible. Please note that fee waivers that are used for registration are documented as used even when a student does not show up.

SEED DC LIBRARY POLICIES

The goal of SEED DC Library is to meet the recreational reading and curricular resource needs of all of our students. We have a collection of nearly 10,000 books and are currently building a small educational video and audio book collection to further address needs. We also subscribe to over 40 magazines to support both curricular and recreational reading interests. Students from all grades visit the library in the fall with their English class for an orientation. Middle school students visit regularly—usually weekly—as a class throughout the school year, and participate in lessons related to how the library is organized and how to conduct research, in addition to having book browsing and checkout time. Upper School students visit with their English classes for independent reading selection several times throughout the school year, in addition to visits with English and several other subject areas for research projects.

All students are welcome to come to the library during open hours—up to 3 students at a time per academic class or student life house—as long as they have a pass and they are coming to do academic work related to the library (to use library materials or computers and/or to return or check-out library materials).

Additionally, the library is open at lunch for students, with passes given out by the librarian in the library at the beginning of both lunch periods.

Borrowing Policies

Students may have up to 3 items checked out from the library at any one time. Books are due back to the library in 2 weeks (1 week for new books), and can be renewed at least once. Magazines—aside from current issues—(which can only be read in the library) may be borrowed for a period of 3 school days.

The due date of the book is always on a strip of tape on the back of the book, and on a similar strip of tape on the front of a magazine. If the tape falls off an item, the student may ask at any time in the library when the item is due, and can get a replacement return date tape strip.

Returning Library Items

Books and magazines may be returned inside the library — in the book return at the circulation desk — any time that the library is open. There is also a secure book return outside the library that can be used at any time. Books retrieved by the librarian from those book returns first thing in the morning are counted as having been returned the day before.

Overdue Fines

Students are fined 10 cents per day per item, with a grace period of 2 days (1 day on magazines and on new books), where fines are not charged. Fines continue to accrue until the book or magazine is returned, but will not equal more than the cost of the book. Magazines will not accrue more than \$2.00 in fines. The librarian can tell students or parents the cost of any book checked out.

If a student has 2 or more overdue items they cannot check-out any more items until at least one of those overdue items is returned or paid for.

If a student's total overdue fine has reached \$20.00, he or she will not be allowed to check-out any more items until enough of the fine is paid to bring it back under \$20.00.

Cash or money orders are accepted in the library. If you must pay with a check, please first contact the librarian. Partial payments on fines are accepted.

Notification of Overdue Items and/or Fines

Students are told verbally if they have overdue materials or fines when they attempt to check-out new materials. Several times throughout the year a list of students with overdue books and/or fines are sent to English teachers and to Resident Advisors upon request.

The librarian is always present at Parent Teacher Conferences to inform parents of fines and accept payment. Periodically, overdue book and fine letters are enclosed in grade reports.

Additionally, if you would like to know at any time if your child has overdue materials, please contact the librarian at (202) 248-7773 x5098.

HEALTH AND WELLNESS

Wellness Policy

SEED DC believes that schools have an integral role in promoting student health. Studies have shown that school health programs can positively affect educational and health outcomes. In order to provide a school environment that promotes and protects student health, well-being, and ability to learn, SEED DC partners with community-based organizations and other government agencies to: (1) promote health education and healthy behaviors; (2) increase physical activity of our students before, during and after the school day; (3) offer healthy food to our students; (4) provide universal support to our families and staff to meet student health requirements; and (5) increase environmental sustainability. The SEED DC Wellness Policy explains how we plan to implement programming towards these five stated goals and is available on our website. You may also request a copy by contacting Stacey Pearl, Director of Student Support Services, at (202) 248-3015 or sppearl@seedschooldc.org.

Health and Wellness Suite

The Health and Wellness Suite is open Sunday evenings during check in from 7:00 p.m. to 10:00 p.m., Monday through Thursday from 7:00 a.m. to 10:00 p.m. and Friday from 7:00 a.m. to 3:00 p.m. The Health and Wellness Suite administers medication and provides care to students who are feeling ill or have medical needs. Health and Wellness Suite staff provides staff trainings at the start of the school year, support 6th grade students with personal hygiene, and host a Health Fair each year. The staff in the Wellness Suite can be reached at 202-248-3008 (phone) and at 202-318-8625 (fax).

Medical Records

To develop and maintain up-to-date health records for all students, health forms are required to be submitted to Wellness Suite staff prior to all students beginning school each August.

As required by D.C. Law 3-20, "Immunization of School Students Act of 1979," a record of the following immunizations must be on file and verified:

- Hepatitis B
- Dta/DTP/DT/Td
- Polio (IPV)
- Hib
- Varicella
- MMR
- Meningitis
- HPV (Opt out form is required, if applicable)

All incoming 6th grade students are required to have a current physical form and TB test. Returning students are required to have a physical examination every year.

All forms listed below are required to be on file for all students:

1. Student General Information Form
2. Authorization for Administration of Medication Form (for prescriptions only)
3. Authorization for Specific Medical Procedure and Treatment Form (completed by doctor)
4. District of Columbia Oral Health Assessment Form
5. District of Columbia Universal Health Certificate (*valid TB test must be included on the Universal Health Certificate for incoming 6th grade students*)
6. HPV Vaccination Opt Out Certificate (if applicable)



Do you know about the DC law concerning student immunization?

A student may not be allowed to check-in or attend school unless the above documentation is on file by the start of the school year. During the school year, students who fall out of compliance with our health documentation

needs may not be able to check-in until the appropriate documentation is provided. Such absences will be considered unexcused.

Medication

Parents/guardians may only check-in prescription medications and routine over-the-counter medications by hand-delivering them to Wellness Suite staff in the Wellness Suite located in the academic building. Medications cannot be left at the security desk or with anyone other than the above mentioned staff. A medication authorization form for all prescriptions must be completed and signed by both the student's doctor and parent/guardian. Only medications in original prescription/non-prescription bottles will be accepted. Prescription medication containers must bear a legible pharmacy label with the student's name and clear administration directions. A form must be completed for each non-prescription medication to be dispensed and the parent/guardian must sign this form. New forms must be submitted each time there is a change in prescription or non-prescription medication, such as Tylenol, Advil, etc.

SEED DC requests that parents have doctors write two prescriptions (one for home and one for school) or that parents have the pharmacist split the prescription into two bottles (both with appropriate labels). If this is not possible, parents need to count and to keep weekend medication at home prior to delivering medication to the Wellness Suite.

Asthma medication, antibiotics, and creams will be the only medications sent home (on check out day) for the weekend/vacations. Medical equipment will be sent home on

Students are not permitted to store medication in their dormitory (or other personal space) or carry medication on their person without consent from the school nurse.



checkout days by request. All medications must be picked up at the checkout desk by an authorized adult. Medication will NOT be released to students with the exception of asthma medication.

It is the sole responsibility of the parent/ guardian to maintain a proper supply of medication at school and at home and to ensure that prescriptions are re-filled at appropriate intervals. Medications purchased at local stores and brought from home without following the procedures above is not allowed on campus and, if found, will be confiscated and destroyed, for the safety of all students. The parent/guardian is required to pick up medication the last day of school. Medication that is not picked up by the parent/guardian at the end of the school year will be destroyed.

As young adults, students should monitor their medication time and ensure that they receive their medication as directed. Parents should speak to their students about the importance of taking responsibility for medication.

Only trained personnel will distribute medicine to students as directed by a doctor or pharmacist. Faculty and staff members will not perform injections. Occasionally, parent(s) or guardian(s) will be called to administer medications. Specific questions about medicine should be directed to the school nurse at (202) 248-3008.

1. SEED PCS commits to administering all prescribed medications on time. If a student refuses to take prescribed medication, Wellness Suite staff will take following steps:
2. Discuss with the student why he/she does not want to take the prescribed medication,
3. Offer psych educational information regarding the medication with the student (if appropriate),
4. Notify the parent and document the communication in the student's medical chart, and/or
5. Notify and collaborate with the grade level social worker and attempt strategies, interventions and incentives (if appropriate) to support the student with taking the medication.



Questions about medications? Call the SEED DC Wellness Center at (202) 248-3008.

Please note that SEED PCS staff cannot force a student to take medication. Further, SEED PCS will request that the student's parent come to campus to administer the prescribed medication to his/her child at the appropriate time, if needed.

Medical Leave

Medical leave is characterized by the need to be absent from school for a documented medical reason. If a student is sent home from school ill, it is the responsibility of SEED DC personnel requesting the student's removal from the community to document why the student was sent home (i.e. student symptoms). Wellness Suite staff may require the parent/guardian to seek medical treatment for his/her child and require a note from the doctor, based on symptoms, before the student is permitted to return to school. Once home, it is the parent's responsibility to provide all required medical documentation and appropriate paperwork for any medications and treatment regimens that are prescribed by a physician.

If a student has been absent from school for two days or less because of illness, no doctor's note is required. However, an excuse from the parent or guardian is required, and the student is responsible for obtaining and making up missed assignments.

If a student is absent for three days or more, a note from a doctor that includes the nature of the student illness, the treatment regimen (if applicable) and any recommendations (including activity restrictions, need for elevator pass, excuse from physical education, and the necessary time-frame for such restrictions) is required. A doctor's note should only be submitted to Wellness Suite staff on Sunday between 7:00 p.m. and 10:00 p.m., Monday through Thursday, 8:00 a.m. to 8:00 p.m. and Friday between 7:00 a.m. and 3:00 p.m. Student Life Faculty and all other SEED staff will not accept or deliver doctor notes to the Wellness Suite on behalf of the parent/guardian.

In cases of communicable diseases, SEED DC will adhere to public health protocols.

Medical Emergencies

In the event of a medical emergency, a SEED DC faculty member will call 911 and a SEED staff member will accompany your child to the hospital via ambulance. Your prompt arrival within the **first hour** after notification from the school is imperative. Please note that the hospital may require your written authorization to treat your child. SEED staff is not authorized to give consent for various procedures or administration of medication and cannot formally advocate on your child's behalf; therefore, your prompt arrival is very important to avoid a delay in treatment.

Please make certain to continue to provide the school with the most updated emergency contact names and telephone numbers.

Counseling Services

The Counseling Team is part of the Student Support Services Department at SEED. We work with students, staff, and families to support students' social emotional needs, so students are available for learning and are able to successfully navigate the boarding program.

The Counseling Team is based on the campus of SEED DC, and services are available to all enrolled students on an as-needed basis. The Counseling Team's services include:

- Individual and group counseling
- Social, emotional, and behavioral supports and interventions
- Crisis intervention
- Parent consultation
- Consultation with SEED staff
- Providing families with outside referrals

Referrals

The Counseling Team will follow up on all referrals within two weeks. Referral forms can be completed online at SEED DC's website or using the Parent Referral Form. Students may self-refer for counseling. Parents/guardians, teachers, student life staff, and any SEED DC staff can also refer a student for counseling.

Suicide Prevention/Crisis Intervention

If a student is observed or heard speaking about harming themselves or others, the following steps will be taken:

1. An immediate report of the incident will be filed and given to a supervisor and a member of the Counseling Team
2. The reporting party will complete a mental health emergency incident form including as much detail as possible and return the form to school administration.
3. A member of the Counseling Team will complete a risk assessment and notify the parent/guardian.
4. All recommendations will be shared with administrators. Further assessment may be recommended, which may require that parents/guardians follow up with outside resources.

If a student is removed from SEED DC community for an assessment, it is mandatory that the student returns with an official doctor's note releasing his/her to return to SEED DC community.

SEED DC reserves the right to contact and use services provided by ChAMPS, when required.

ChAMPS (Child and Adolescent Mobile Psychiatric Service) is a mobile emergency service for families and children experiencing an emotional or mental health crisis

in the District of Columbia. ChAMPS staff will assess the crisis and link the student and family to appropriate services. This service is provided at no cost to District residents and is available 24 hours a day, seven days a week for children and youth ages 6 to 18.

Parental Notification

If a student self-refers for counseling services or is referred by a SEED staff member, the parent/guardian will receive written notification of the referral and the outcome of the initial counseling assessment. If a student participates in more than three counseling sessions, the student's assigned counselor will follow up with the parent/guardian by phone, email, or in person.

Please note that counseling services are voluntary and students are not required to attend sessions, with the exception of students who have been identified by a counselor as being in crisis (i.e., suicidal ideation or attempt). At such times, counseling becomes mandated. Services are also mandated if specified in a student's Individualized Education Program (IEP) or 504 Plan.

Faculty and Staff/Mandated Reporting

Federal legislation provides a foundation for States by identifying a minimum set of acts or behaviors that define child abuse and neglect, **The Federal Child Abuse Prevention and Treatment Act (CAPTA) (42 U.S.C.A. §5106g), as amended by the Keeping Children and Families Safe Act of 2003 defines child abuse and neglect as, at minimum:**

- Any recent act or failure to act on the part of a parent or caretaker which results in death, serious physical or emotional harm, sexual abuse or exploitation; or
- An act or failure to act, which presents an imminent risk of serious harm.

This definition of child abuse and neglect refers specifically to parents and other caregivers. A "child" under this definition generally means a person who is under the age of 18 or who is not an emancipated minor.

Please note that it is the legal and ethical responsibility of all SEED DC faculty and staff to comply with all mandatory reporting laws, policies, and procedures.

HEALTH AND WELLNESS SUITE

The Health and Wellness Suite is open Sunday evenings during check in from 7:00 p.m. to 10:00 p.m., Monday through Thursday from 7:00 a.m. to 10:00 p.m. and Friday from 7:00 a.m. to 3:00 p.m. The Health and Wellness Suite administers medication and provides care to students who are feeling ill or have medical needs. Health and Wellness Suite staff provides staff trainings at the start of the school year, support 6th grade students with personal

hygiene, and host a Health Fair each year. The staff in the Wellness Suite can be reached at 202-248-3008 (phone) and at 202-318-8625 (fax).

MEDICINE POLICY

Parents/guardians may only check-in prescription medications and routine over-the-counter medications by hand-delivering them to Wellness Suite staff in the Wellness Suite located in the academic building. **Medications cannot be left at the security desk or with anyone other than the above mentioned staff.** A medication authorization form for all prescriptions must be completed and signed by both the student's doctor and parent/guardian. **Only medications in original prescription/non-prescription bottles will be accepted.** Prescription medication containers must bear a legible pharmacy label with the student's name and clear administration directions. A form must be completed for each non-prescription medication to be dispensed and the parent/guardian must sign this form. New forms must be submitted each time there is a change in prescription or non-prescription medication, such as Tylenol, Advil, etc.

SEED DC requests that parents have doctors write two prescriptions (one for home and one for school) or that parents have the pharmacist split the prescription into two bottles (both with appropriate labels). **If this is not possible, parents need to count and to keep weekend medication at home prior to delivering medication to the Wellness Suite.**

Asthma medication, antibiotics, and creams will be the only medications sent home (on check out day) for the weekend/vacations. Medical equipment will be sent home on checkout days by request. All medications must be picked up at the checkout desk by an authorized adult. Medication will NOT be released to students with the exception of asthma medication.



Students are not permitted to store medication in their dormitory (or other personal space) or carry medication on their person without consent from the school nurse.

It is the sole responsibility of the parent/ guardian to maintain a proper supply of medication at school and at home and to ensure that prescriptions are re-filled at appropriate intervals. Medications purchased at local stores and brought from home without following the procedures above is not allowed on campus and, if found, will be confiscated and destroyed, for the safety of all students. The parent/guardian is required to pick up medication the last day of school. Medication that is not picked up by the parent/guardian at the end of the school year will be destroyed.

As young adults, students should monitor their medication time and ensure that they receive their medication as directed. Parents should speak to their students about the importance of taking responsibility for medication.

Only trained personnel will distribute medicine to students as directed by a doctor or pharmacist. Faculty and staff members will not perform injections. Occasionally, parent(s) or guardian(s) will be called to administer medications. Specific questions about medicine should be directed to the school nurse at (202) 248-3008.

SEED PCS commits to administering all prescribed medications on time. If a student refuses to take prescribed medication, Wellness Suite staff will take following steps:

- 1) Discuss with the student why he/she does not want to take the prescribed medication,
- 2) Offer psychoeducational information regarding the medication with the student (if appropriate),
- 3) Notify the parent and document the communication in the student's medical chart, and/or
- 4) Notify and collaborate with the grade level social worker and attempt strategies, interventions and incentives (if appropriate) to support the student with taking the medication.

Please note that SEED PCS staff cannot force a student to take medication. Further, SEED PCS will request that the student's parent come to campus to administer the prescribed medication to his/her child at the appropriate time, if needed.



Questions about medications? Call the SEED DC Wellness Center at (202) 248-3008.

MEDICAL LEAVE POLICY

Medical leave is characterized by the need to be absent from school for a documented medical reason. If a student is sent home from school ill, it is the responsibility of SEED DC

personnel requesting the student's removal from the community to document why the student was sent home (i.e. student symptoms). Wellness Suite staff may require the parent/guardian to seek medical treatment for his/her child and require a note from the doctor, based on symptoms, before the student is permitted to return to school. Once home, it is the parent's responsibility to provide all required medical documentation and appropriate paperwork for any medications and treatment regimens that are prescribed by a physician.

If a student has been absent from school for two days or less because of illness, no doctor's note is required. However, an excuse from the parent or guardian is required, and the student is responsible for obtaining and making up missed assignments.

If a student is absent for three days or more, a note from a doctor that includes the nature of the student illness, the treatment regimen (if applicable) and any recommendations (including activity restrictions, need for elevator pass, excuse from physical education, and the necessary time-frame for such restrictions) is required. A doctor's note should **only** be submitted to Wellness Suite staff on Sunday between 7 p.m. and 10 p.m., Monday

through Thursday, 8 a.m. to 8 p.m. and Friday between 7 a.m. and 3 p.m. Student Life Faculty and all other SEED staff will not accept or deliver doctor notes to the Wellness Suite on behalf of the parent/guardian.

In cases of communicable diseases, SEED DC will adhere to public health protocols.

HEALTH/MEDICAL RECORDS

To develop and maintain up-to-date health records for all students, health forms are required to be submitted to Wellness Suite staff prior to all students beginning school each August.

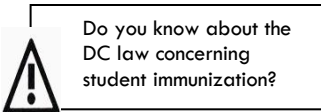
As required by D.C. Law 3-20, "Immunization of School Students Act of 1979," a record of the following immunizations must be on file and verified:

- Hepatitis B
- Dta/DTP/DT/Td
- Polio (IPV)
- Hib
- Varicella
- MMR
- Meningitis
- HPV (Opt out form is required, if applicable)

All incoming 6th grade students are required to have a current physical form and TB test. Returning students are required to have a physical examination every year.

All forms listed below are required to be on file for all students.

1. Student General Information Form
2. Authorization for Administration of Medication Form (for prescriptions only)
3. Authorization for Specific Medical Procedure and Treatment Form (completed by doctor)
4. District of Columbia Oral Health Assessment Form
5. District of Columbia Universal Health Certificate
**valid TB test must be included on the Universal Health Certificate for incoming 6th grade students*
6. HPV Vaccination Opt Out Certificate (if applicable)



A student may not be allowed to check-in or attend school unless the above documentation is on file by the start of the school year. During the school year, students who fall out of compliance with our health documentation needs may not be able to check-in

until the appropriate documentation is provided. **Such absences will be considered unexcused.**

MEDICAL EMERGENCY POLICY

In the event of a medical emergency, a SEED DC faculty member will call 911 and a SEED staff member will accompany your child to the hospital via ambulance. Your prompt arrival within the **first hour** after notification from the school is imperative. Please note that the hospital may require your written authorization to treat your child. SEED staff is not authorized to give consent for various procedures or administration of medication and cannot formally advocate on your child's behalf; therefore, your prompt arrival is very important to avoid a delay in treatment.

Please make certain to continue to provide the school with the most updated emergency contact names and telephone numbers.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act ("FERPA"), is a federal statute that protects the privacy of student education records. FERPA affords parents (and students over the age of 18) the right to have access to education records, the right to request amendment of those records, and the right to consent to disclosure of those records.

Objectives of the Policy

The objectives of SEED DC's *access to records* policy are threefold:

1. To protect student privacy.
2. To ensure that parents and students have access to appropriate records.
3. To provide appropriate student records to parties who have a legitimate need.

Definitions of "Student" and "Education Records" Under FERPA

Student: Any person with respect to whom a school maintains educational records or personally identifiable information.

Education records: Those records, files, documents and other materials which (i) contain information directly to a student, and (ii) are maintained by an educational agency or institution or by a person acting for such agency or institution." "Education records" does not refer to private records that are kept in an administrator's or a teacher's personal file that are for his or her personal use; thus, these are not subject to review by students, parents, or guardians. "Education records" does not refer to law enforcement unit records, alumni records, or peer-graded papers before they are collected and recorded by the teacher. "Education records" does not include email correspondence unless copies of that correspondence are maintained as a part of an individual student's file. **"Education records" also does not refer to medical and mental health records related to a student who is eighteen years or older.**

Rights of Parents and Eligibility Students

Parents and eligibility students have a right to provide written consent before the school discloses personally identifiable information from the student's educational record, except where FERPA authorizes disclosure without consent.

Parents and eligible students have the right to inspect and review their children's education records within 45 days after SEED receives a request for access. The terms "parent" include biological parents, a guardian, or an individual acting as a parent in the absence of a parent or a guardian. The term parent generally includes both parents, even when the parents are divorced. Parents are allowed inspection unless such access is barred by Court order, State statute, or legally binding document relating to such matters as divorce, separation, or custody that specifically revokes these rights.

Parties requesting a copy of a part or all of a student's records must submit a *School Records Request* form to the Academic Programs Office and **allow up to 45 days** for SEED DC to comply. The consent must: (1) specify the records they want to inspect, (2) indicate the purpose of the disclosure, and (3) identify the people to whom the disclosure may be made.

Parties requesting to review a part of or all of a student's records must submit written request and consent to the Academic Programs Office to (1) specify the records to review, (2) indicate the purpose of the review, and (3) identify the people who will review the records. A school official will then arrange access and notify the parents or student of the time and place where the records can either be inspected or picked up.

Parents or guardians also have the right to seek to have records amended that the parent believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights. If parents or guardians want the school to amend records, they must: (1) write to the school Enrollment & External Relations office (2) identify the part of the record they want changed, and (3) specify why the record is inaccurate or misleading. This request will be reviewed and a decision will be made as to whether the request will be granted. Parents will be notified in writing of the decision.



Need a student's educational records? Submit a *School Records Request* with the Academic Programs Office and allow up to two weeks for materials to be gathered.

If the school does not comply with the amendment, the school must notify the parent and advise the parent of his or her right to a

hearing. A hearing must be conducted within a reasonable time after the request and must be presided over by a disinterested official; the hearing must give students and parents, who may be represented by counsel at their own expense, a fair opportunity to present

evidence. Even if the records are not amended, parents and students have the right to place a statement in the records commenting on the contested information.

Students may not challenge their grades, except on the basis of alleged administrative errors, or force a school to release transcripts that have been withheld for failure to pay fees.

When a student turns eighteen years old, enters a postsecondary institution at any age, or is otherwise emancipated, the parents' rights transfer to the student.

Access to Records by School Officials

Student records can be and are available to school officials who have a legitimate educational interest in the records. School officials include individuals employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school's board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

School personnel may access student records (with the exception of medical and mental health records) for their own use, but they must not share those records or the information contained within them with anyone outside of the school.

Access to Student Records by Other Educational Institutions

Upon request, the SEED discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

Law Enforcement

Records can be disclosed to comply with a judicial order or lawfully issued subpoena when they are necessary to adjudicate a juvenile effectively.

SEED DC must notify the parents or student of the order or subpoena in advance of compliance so that the student can seek protective action. Law enforcement must certify in writing that the information will not be disclosed to any other party without the written consent of the parent of the student.

Records of related disciplinary proceedings can be disclosed to an alleged victim of any crime of violence at the school at the victim's request.

Students, parents, and guardians cannot access records and documents of law enforcement that are kept apart from education records and are maintained solely for law enforcement purposes and these records are not made available to people other than law enforcement officials.

FERPA permits additional disclosures without consent as listed below:

- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))

- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))

- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))

- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as “directory information” if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student’s case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

Release of Records without Parental or Student Consent

General information regarding students is not confidential and such information can be released to parties outside the school, included in press releases, and provided to recruiters. This type of information includes, but is not limited to:

1. Name
2. Address
3. Telephone Listing
4. Major Field of Study
5. Participation in Officially Recognized Activities and Sports
6. Weight and Height of Members of Athletic Teams
7. Enrollment Status
8. Awards Received
9. Dates Attended
10. Other Schools Attended
11. Place and Date of Birth

12. Description of Involvement in School Activities

Records can be released to medical/mental health workers and to child protective services in order to respond to a health or medical emergency.

The release of any other records or disclosures requires the consent of the parents or guardian.

Complaints

Complaints of alleged violations of FERPA can be sent to:

Family Policy Compliance Office
US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920
Main (800) 872-5327

Complaints must be submitted in a timely fashion and not later than 180 days from the date the student experienced the alleged violation. They must contain “specific allegations of fact giving reasonable cause to believe that a violation has occurred,” including relevant dates, names and titles of officials and students involved; a specific description of the education record; a description of all contacts with school officials regarding the matter, including times of phone calls and contents of correspondence; name and address of the school, district, and superintendent of the district; and any additional evidence.

All faculty and staff at SEED DC have a copy of this policy and must adhere to this policy.

The policies of SEED DC in regard to confidentiality and access to student records are in accordance with guidelines established by the United States Department of Education.

SPECIAL EDUCATION SERVICES

Policies and Procedures Manual for Special Education

I. Special Education Department Mission

SEED DC’s Special Education Department is committed to improving student achievement and to open the door to attend college by:

- Ensuring students have the support necessary so that they can access the general education curriculum and meet academic standards by providing targeted, specialized academic and behavioral instruction in settings that address the student’s disabilities and meet the needs of individual students.

- Communicating and collaborating with all staff as they implement research-based methods to positively impact students' academic and behavioral progress.
- Providing expanded support to improve student self-advocacy with regard to their disabilities and to help students take advantage of opportunities tailored to their individual interests and needs.

SEED DC is committed to improving academic and social skills of students with disabilities by developing, implementing, and monitoring Individualized Education Plans (IEPs) primarily through a combination general education and special education setting. In addition, IEP goals are addressed through

- Ongoing parent involvement, interaction, and communication
- Multi-disciplinary evaluations and eligibility determinations
- Annual IEP reviews of the goals
- Co-taught English and math classes by highly qualified special education teachers
- Self-contained classes for middle school students
- Upper school elective taught and study hall by the Upper School English special education teacher
- Resource/ pull-out support both during the academic day and during the Student Life program
- Related services provided by licensed and qualified providers (speech therapy, psychological counseling, or other services deemed necessary by the MDT)
- Appropriate accommodations
- Behavior Intervention Plans
- Small group study zones
- The use of assistive technology

***The services and support may vary year to year depending on student needs.

II. Child Find

SEED DC will identify, locate and evaluate enrolled students who either have, or are suspected of having, disabilities and need special education as a result of those disabilities. SEED DC may attempt academic and/or behavior interventions prior to referring a student for an initial evaluation for special education.

III. Special Education Evaluations

SEED DC must have a parent's informed written consent and signature before it can conduct an initial evaluation to determine if your child is eligible for special education and/or related services. If a parent or legal guardian has concerns about his/her child's academic progress, please make a request in

writing addressed to Ms. Stacey Pearl, Director of Student Support Services at SEED DC to convene a Student Evaluation Plan team meeting. A referral for an initial evaluation may also be made by the student, if he/she is 18 years old, or a SEED DC staff member. Upon receipt of a referral, an IEP team must meet to review existing data, information from the parent, pre-referral interventions and strategies, current classroom-based assessments, and observations by teachers and related service providers to determine whether to proceed with an initial evaluation for special education.

If an initial evaluation for special education is warranted, SEED DC will conduct a comprehensive initial evaluation in all areas of suspected disability. In conducting the evaluation, SEED DC will follow the evaluation procedures set forth in the Individuals with Disabilities Education Act. 34 CFR § 300.304 through 300.311. SEED DC completes all special education evaluations and convenes the Multidisciplinary Team meeting to determine eligibility and develop an IEP, if necessary, within 120 calendar days of receiving the written referral for the evaluation.

SEED DC must conduct a reevaluation of students with disabilities at least once every three years unless the Parent and SEED DC agree that the reevaluation is unnecessary upon review of existing data. In this case, SEED DC will confirm this joint decision in writing, the reason for it, and the parent's right to request a formal reevaluation. SEED DC will conduct a reevaluation of a student with the Parent's consent sooner than three years if it deems that the educational and related services needs warrant a reevaluation. A Parent may also request a reevaluation at any time, however a reevaluation will not occur more than once a year unless SEED DC and the parent agree otherwise.

IV. Determining Student Eligibility for Special Education Services

SEED DC will notify the parent in writing of any evaluation procedures it proposes to administer to a student. SEED DC will employ a variety of assessment tools and strategies and obtain parent input in evaluating the student to determine whether the student has a disability under Federal law, specifically the Individuals with Disabilities Education Act ("IDEA"). Upon completion of the evaluations by qualified individuals, SEED DC will convene a MDT (Multi-Disciplinary Team) meeting consisting of you (the parent) and a group of qualified professionals to review the evaluations and other data and determine whether the child meets the criteria for one of the recognized disabilities under IDEA. The following disabilities are recognized under IDEA: intellectual disability; hearing impairment; deafness; speech or language impairment, visual impairment (including blindness); emotional disturbance; orthopedic impairment; autism; traumatic brain injury; other health impairment, specific learning disability; deaf-blindness; or multiple disabilities. Copies of the evaluation reports and the documentation of the determination of eligibility will be provided at no cost to the Parent.

If a child is found eligible for special education services, the parent must provide informed consent for the initial provision of services before an IEP can be developed.

V. Transition Services

In order to adequately prepare our students with disabilities for life after high school, SEED DC must have in effect, no later than the first IEP to be in effect when the student turns 14, a transition plan designed to prepare the student to make the transition from school to adulthood. Transition plans are to be developed by the IEP team and will include a graduation plan, transition goals and transition services. The transition services and transition goals will be designed to assist the student in reach his/her post-school goals and will be based on each individual student's need, taking into account the student's preferences and interests. With parent consent, SEED DC will invite a representative from the District of Columbia Rehabilitation Services Administration (DC RSA) to any IEP meetings in which the student's transition plan will be discussed.

VI. Least Restrictive Environment (LRE)

SEED DC is required under the law to place a student in the least restrictive environment that will meet the student's individual needs. This means that SEED DC must ensure that to the maximum extent possible the student is educated with other children who are not disabled. SEED DC must ensure that the student child is removed from the general education environment only when the nature and severity of the student's disability requires the removal.

SEED DC is a local education agency and cannot provide for a continuum of alternative placements to include placements which require that the child be placed in 100% special education. The Office of the State Superintendent of Education (OSSE) is the agency responsible for locating and issuing full-time, out-of-general education special education placements. In the situation where SEED DC and the parent have determined that the child's needs cannot be adequately addressed at SEED DC or that the child requires more special education services than what can be provided at SEED DC, SEED DC will request assistance from OSSE, with regard to placement.

Under OSSE's Policy and Procedure for Placement Review, if OSSE's assistance is requested to determine an appropriate placement for a student, a 30 day review process will take place in which OSSE reviews the student's educational records, interviews school staff and relevant MDT members, and an MDT/change in placement meeting is held. At the change in placement meeting, OSSE will issue a recommendation regarding whether it believes the student is in need of a more restrictive placement. Ultimately the

decision is made by the MDT at the change in placement meeting. If it is determined by the MDT that the student requires a change in placement, OSSE will choose the specific school location within 10 business days from the date of that decision.

VII. Notifying Parents and Students of Progress towards IEP Goals

Parents and students will receive by mail IEP Report Cards indicating progress toward IEP goals from special education teachers and related services providers with the report card for each marking period (quarterly). IEP Report Cards are also maintained in the student's special education file.

VIII. Notice to Parents

SEED DC will give notice to parents anytime it proposes or refuses to initiate or change the identification, evaluation or location/placement of the student.

No fewer than 5 business days before a scheduled meeting whether an IEP or eligibility for special education services will be discussed, SEED will provide parents with a copy of any evaluation, assessment, report, data chart, or other document that will be discussed at the meeting. If the meeting is scheduled less than 5 business days before it is to occur, then these documents will be provided no fewer than 24 hours before the meeting.

No later than 5 business days after a meeting at which a new or amended IEP has been agreed upon, SEED will provide parents with a copy of the IEP. If additional time is needed to comply with the DC Language Access Act of 2004, SEED will provide the latest available draft IEP and final copy upon its completion, no later than 15 business days after the meeting.

IX. Parent Requests

- A) A Parent has the right to request that a Multidisciplinary Team meeting convene with their child's special education team at any time. To do so, please contact Stacey Pearl at 202-248-3015.
- B) A Parent has the right to request a Copy of the Procedural Safeguards at any time. The Procedural Safeguards is a document that is designed to help parents and students understand their rights under the reauthorization of the Individual with Disabilities Education Improvement Act Amendments of 2004 (IDEA).
- C) A Parent has the right to request a Due Process Hearing regarding any concerns that a free appropriate public education is being denied to their child. To request a hearing the Parent may contact the Office of Dispute Resolution located at 810 First Street, NE, Suite 2001 Washington, D.C. 20002, 202-698-3819. SEED DC has a right

to conduct a Resolution meeting with the Parent within 15 days of the date that the Parent files a request for a Due Process Hearing to attempt to resolve the issues and concerns raised in the Parent's Due Process Complaint. SEED DC has an additional 15 days to perform the agreed upon resolution. The Parent may request mediation as an alternative to a hearing or in addition to a hearing. A Due Process Hearing must be conducted and a decision must be rendered within 75 days **from the date that the Parent requests a hearing**. The Parent has a right to be represented by legal counsel and the Office of Dispute Resolution can provide with the names of free or low cost legal representatives.

X. Discipline

SEED DC abides by IDEA requirements regulating disciplinary actions against students with disabilities.

5. Removal for 10 or fewer school days in a school year

Students in special education can be suspended for up to 10 consecutive or cumulative school days in a year to the same extent that suspension is used for general education students. The school is not required to provide services for the first 10 days in a school year that the student is suspended

2. Removal for more than 10 cumulative school days when the student's behavior does not represent a pattern

No manifestation determination is required when a student is suspended for more than 10 school days in a school year and the series of suspensions does not constitute a pattern. However, students who are suspended for more than 10 school days in a school year must continue to receive educational services while on suspension so as to enable them to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting their IEP goals. Students who are suspended for more than 10 days in a school year must also receive, as appropriate, a functional behavior assessment and behavior intervention services and modifications to address the behavior violation so that it does not recur.

3. Removal for more than 10 consecutive school days or 10 cumulative schools days when the behavior represents a pattern

Disciplinary action that results in a student being suspended for more than 10 consecutive school days or 10 cumulative school days

in a year where the series of suspensions constitute a pattern result in a disciplinary change in placement. A disciplinary change in placement requires a manifestation determination to be made by the IEP team.

The following is required under these circumstances:

- A) Parent Notification- the parent/ guardian must be notified of the disciplinary action to be taken and informed of the procedural safeguards on the day the decision to take disciplinary action was made.
- B) Manifestation Determination - an IEP team meeting must be convened within 10 school days to determine whether the student's behavior was a manifestation of his/her disability.
- C) Review of Behavior Intervention Plan- at the manifestation determination meeting, the IEP team must also conduct a functional behavior assessment, unless one has already been conducted, and develop a behavior intervention plan for the student or review the student's current behavior intervention plan and modify it as necessary.

Students who are suspended for more than 10 school days in a school year must continue to receive educational services while on suspension so as to enable them to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting their IEP goals.

A manifestation determination meeting reviews the relationship between the student's disability and the student's behavior that is subject to the disciplinary action.

If it is determined that the student's behavior was a manifestation of his or her disability, then the student must return to SEED DC unless the parent and SEED DC agree otherwise. There are special circumstances where a student with a disability can be removed from SEED DC for up to 45 school days without regard to whether the student's behavior was determined to be a manifestation of his/her disability: possession of a weapon at school on school premises or during a school function; possession or use of an illegal drug at school on school premises or during a school function; infliction of serious bodily injury at school on school premises or during a school function. At any time the IEP team, with parent consent, may change the student's placement.

If it is determined that the student's behavior was not a manifestation of the student's disability, the same disciplinary procedures applicable to a student without a disability, including long term suspension or expulsion may be applied to the student with a disability. Students who are suspended for more than 10 school days in a school year must continue to receive educational services while on suspension so as to enable them to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting their IEP goals.

4. Hearing officer

If maintaining a student with a disability in his or her current placement would prove harmful to the student or to others, the school can request a hearing officer to order placement in an alternative setting for up to 45 days. In this case, the school is required to provide services for a student with a disability so as to enable them to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting their IEP goals

Section 504 Policy Manual

Introduction

Section 504 of the Rehabilitation Act of 1973 ("Section 504") prohibits discrimination against disabled persons, including students and staff members, by schools receiving federal financial assistance. Included in the US Department of Education Regulations for Section 504 is the requirement that disabled students be provided with free appropriate public education (FAPE). As such, SEED DC is required to provide the full range of special accommodations and services necessary for students with disabilities to participate in and benefit from its education programs and activities.

The regulations require identification, evaluation, the provision of appropriate services and procedural safeguards. The regulations also require that parents or guardian be provided with notice of actions affecting the identification, evaluation, or placement of the student and are entitled to an impartial hearing if they disagree with district decisions in these areas.

Section 504 Defined:

"No otherwise qualified individual with a disability in the United States....shall solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance....".

The Section 504 regulations require SEED DC to provide a "free appropriate public education" (FAPE) to each qualified student with a disability who is in the school district's jurisdiction, regardless of the nature or severity of the

disability. Under Section 504, FAPE consists of the provision of regular or special education and related aids and services designed to meet the student's individual educational needs as adequately as the needs of nondisabled students are met.

Eligibility Criteria:

Under Section 504, a student eligible for FAPE is any student who has a physical or mental impairment that substantially limits one or more major life activity.

What is a Physical or Mental Impairment?

- Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the body systems – neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular, reproductive, digestive, genitor-urinary; hemic and lymphatic; skin and endocrine.
 - This definition includes such diseases and condition as orthopedic, visual, speech and hearing impediments, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, attention deficit disorder (ADD), acquired immune deficiency syndrome (AIDS), and human immune deficiency virus (HIV+)
- Any mental or psychological disorder such as but not limited to mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

What is the meaning of Substantial Limitation?

The term “substantially limits” is not explicitly defined by Section 504. However, the following should be considered when determining if a student is substantially limited in performing a major life activity:

- In order to meet this standard, the student must be unable to perform a major life activity that the student’s average peers can perform OR, the student must be restricted to a substantial degree as to the condition, manner, or duration under which the major life activity is performed by the student’s average peers.
- An impairment need not prevent or severely or significantly limit a major life activity to be considered “substantially limiting.” Nonetheless, not every impairment will be substantially limiting.
- The term “substantially limits” should be construed broadly and determination of substantial limitation should not require an extensive analysis.
- The determination of whether an impairment substantially limits a major life activity requires an individualized assessment.

Episodic or in Remission: An impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active.

Mitigating measures: The “substantially limits” determination must be made without regard to any ameliorative effects of mitigating measures. The team must make a Section 504 determination based upon the student’s disability as it presents itself without the mitigating measures. Mitigating measures included but are not limited to:

- Medication, medical supplies, equipment, or appliances, low-vision devices (which do not include ordinary eyeglasses or contact lenses), prosthetics including limbs and devices, hearing aids and cochlear implants or other implantable hearing devices, mobility devices, or oxygen therapy equipment and supplies;
- Use of assistive technology;
- Reasonable accommodations or auxiliary aids or services; or
- Learned behavioral or adaptive neurological modifications.

What are Major Life Activities?

Major life activities include, but are not limited to, activities such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working.

Major life activities may also include the operation of a major bodily function, including, but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

Student Identification and Referral:

Section 504 contains a child find requirement that requires school districts to “undertake to identify and locate every qualified [individual with a disability] residing in [its] jurisdiction.” As such, school districts must conduct an evaluation of students “who, because of a handicap, need or are believed to need special education and related services.”

The school or parent may initiate a referral for an initial evaluation.

What to be on the lookout for:

- History of physical or mental impairment or disorder
- Poor behavior with an impact on learning or academic performance
- Poor academic performance
- Poor attendance
- Serious health conditions
- Any other issues that may interfere with student’s ability to participate in and benefit from the education program

For students who are identified and referred for possible evaluation under Section 504, a review of the student's records, including medical, academic and behavioral records, will be conducted by the Student Support Team (SST) to determine whether an evaluation is warranted. Any student who has or is believed to have a disability special education or related aids or services to participate in or benefit from the education program should be referred for an evaluation.

Identification and referral procedures:

- Any student who is suspected of having a disability may be referred by a parent, teacher, or other school employee to the SST using the appropriate Parent or Staff Referral form.
- The SST will be composed of persons knowledgeable about the student, the student's history, and the student's individual needs.
- The SST will consider the referral and, based upon a review of the student's existing records, including medical, academic, social and behavioral records, make a decision as to whether a referral for an evaluation is warranted.

If the SST determines that an evaluation is warranted, SEED DC will inform the parent or guardian of this decision and request consent to evaluate the student using the Notice of Referral/Request for Consent form. The parent or guardian will also be provided with a copy of the Notice of Parental Rights.

If a parent's request for an evaluation is denied, SEED DC will inform the parent or guardian of this decision using the Notice of Decision Not to evaluate form. The parent or guardian will also be provided with a copy of the Notice of Parental Rights.

504 Team

All decisions regarding a student's eligibility, 504 Plan, and placement will be made by the 504 Team. The 504 team will be composed of persons knowledgeable about the student, the student's school history, the student's individual needs, the meaning of evaluation data, and the placement options. Parents are necessary members of the 504 team and will be encouraged to present information relevant to consideration of the team.

Student Evaluation:

Upon referral for an evaluation, the 504 Team will evaluate the existence and nature of the student's disability, the impact of the disability upon the student's education, and the extent to which the student requires special education and related aids and services to participate in and benefit from the education program. A Section 504 evaluation may be broad (including aptitude, psychological and achievement assessments, medical reports, social and cultural information, etc.) or narrow (medical report). Formal assessments are not always required but may be in some instances. To

determine whether formal assessments are necessary the team must review and consider the data already available to it.

The evaluation must be conducted in a reasonable period of time. Although there is no specific requirement, SEED DC will aim to complete the evaluation within 30-45 days from the date of referral.

In general, the 504 evaluation should:

- A. Include materials, tests, or evaluation procedures, as necessary, that are:
 1. Validated for the specific purpose for which they are used;
 2. Administered by trained personnel in conformance with the instructions provided by their producer;
 3. Tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient;
 4. Selected and administered so as best to ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure).
- B. Be based on information from a variety of sources, i.e. teachers, other school staff members, parent/guardian, physician, nurse, and any other knowledgeable professionals;
- C. Document and consider all available pertinent information, i.e. records, assessment data or medical reports related to the suspected physical or mental impairment, which may be substantially limiting a major life activity; and
- D. Be conducted by a group of people, including those who are knowledgeable about the child, the suspected disabling condition, evaluative procedures, the meaning of evaluative data, and accommodation/placement options.

Parental consent is required to evaluate under Section 504. When a parent refuses to consent, SEED DC cannot be held liable for failing to provide the student FAPE under Section 504.

Reevaluations are required periodically and should occur at least every three years or sooner when appropriate. Reevaluations must also occur prior to

any significant change in placement whether for disciplinary reasons or otherwise.

504 Plan/Placement:

If a student is determined to be eligible for FAPE under Section 504, the 504 Team must develop a 504 Plan and determine placement for the student. If the team determines that despite having a disability under Section 504, the student does not require special education or related aids and services, the team will indicate the basis for this decision on the 504 Plan. In making determinations about the student's 504 Plan and placement, the 504 Team shall consider all available relevant information, drawing upon a variety of sources, including, but not limited to, aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, adaptive behavior and input from the parents. Determinations about the student's 504 Plan and placement will be made by a group of individuals knowledgeable about the student, the meaning of evaluation data, and the placement options.

All students will be educated with those who are not disabled to the maximum extent appropriate based on their individual needs. A disabled student shall be placed in the general education environment, unless it is demonstrated by SEED DC that education of the student in the general education environment with the use of supplementary aids and services cannot be achieved satisfactorily. Placement in a setting other than the general education environment will not be made without taking into account the proximity of the alternate setting to the student's home.

In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, counseling services, physical recreational athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by SEED DC, referrals to agencies which provide assistance to handicapped persons, and employment of students, including both employment by SEED DC and assistance in making available outside employment, SEED DC shall ensure that disabled students participate with nondisabled students in such activities and services to the maximum extent appropriate to the needs of the disabled student in question.

If a case manager has not already been assigned prior to the development of the initial 504 Plan, a case manager will be assigned following the development of the initial 504 Plan. The case manager will monitor implementation of the plan and student progress. The case manager will also ensure that a copy of the 504 Plan, Notice of 504 Plan and Placement, and Notice of Parental Rights are provided to the parent or guardian following the 504 Team meeting. The case manager will also distribute the 504 Plan to relevant school staff and provide or arrange for any education necessary for staff regarding implementation of the plan.

FAPE

An “appropriate education” is the provision of regular or special education and related aids and services that are designed to meet the student’s individual needs as adequately as the needs of non-disabled students are met. An appropriate education must also be designed in accordance with the procedures that satisfy Section 504’s identification, evaluation, placement and due process requirements.

Review of the Student’s Progress

The 504 Team will monitor the progress of the disabled student and the effectiveness of the student’s educational plan at least annually or sooner if necessary or requested, to determine whether the plan is appropriate and necessary, and that the disabled student’s needs are being met as adequately as the needs of non-disabled students.

Procedural Safeguards:

Parents should be provided with notice of their rights and procedural safeguards at any time they are notified of decisions regarding the identification, evaluation or educational placement of the student. Such notice should always be provided in writing.

Anyone with questions about SEED DC’s Special Education Services and/or Section 504 process may contact Stacey Pearl, Director of Student Support Services, at 202-248-3015 or Cherita Harrod, Special Education Coordinator, at 202-248-7773, ext. 5105.

SELF-DISCIPLINE

is controlling your behavior and actions and doing what is expected of you without reminders.

INTEGRITY
is doing the right thing
even when no one is
looking.

PARENT/GUARDIAN RESPONSIBILITIES

Student-Parent-Faculty Contract

It is important that we work together to help our students achieve high standards. The following are agreed upon roles and responsibilities that we, SEED DC students, parents/guardians, and faculty and staff will carry out to support student success in school and throughout life.

As a student, I will:

- Believe that I can learn and will learn.
- Always try to do my best in my work and in my behavior.
- Work cooperatively with my schoolmates.
- Show respect for myself, my school, and other people.
- Obey school rules and regulations.
- Obey the school uniform dress code policy.
- Take pride in my school
- Come to school prepared with my homework and supplies.

As a Parent/Guardian, I will:

- See that my child attends school regularly and in accordance with all school policies.
- Regularly support school events.
- Obey and respect SEED DC Student Life Policies, especially, check-in and check-out policies, visitation policies and the food drop-off policy.
- Provide a home environment that encourages my child to learn.
- Communicate regularly with my child's teacher and Resident Advisor.
- Support the school in developing positive student behaviors.
- Obey the school uniform dress code policy.
- Talk with my child about his/her school activities.
- Show respect and support for my child, the faculty, and the school.

As a Faculty/Staff member, I will:

- Believe that each student can learn.
- Show respect for each child and his/her family.
- Come to school prepared to perform my job responsibilities.
- Provide an environment conducive to learning.
- Help each child grow to his/her fullest potential.
- Enforce school and campus rules fairly and consistently.
- Hold students accountable to the dress code policy.
- Maintain open lines of communication with the students and his/her parents.
- Seek ways to involve parents with meaningful and appropriate opportunities in the school program.
- Demonstrate professional behavior and attitude.

Parent Involvement Policy

SEED DC will reach out to parents to include them in the School's LEA Application for entitlement funding under No Child Left Behind, including the approval of the Parental Involvement Policy. The School presents these "Parent/Guardian Responsibilities," that have been agreed upon by parents and the School as the School's Parental Involvement Policy. If parents have comments or issues related to the Policy, the School will include their feedback in the School's LEA application or related reports and will offer opportunities to resolve issues with the Parental Involvement Policy and revise it as necessary.

Parent Contribution to the School Program

One barometer of a healthy school is a vibrant, parent-supported annual fund. SEED DC expects parents to support the school through its annual fund with financial contributions.

In addition to the annual parent contribution, we ask that all parents volunteer a minimum of once a month. The Academic Intervention Coordinator will coordinate all parent volunteer opportunities.

Releases

The following releases are standard release documents that we anticipate needing during the school year. By accepting enrollment at SEED DC and signing the Student-Parent Agreement page at the end of this Handbook, the parent(s)/guardian(s) agree and voluntarily execute the releases contained in this section of the Handbook. A parent may strikeout and initial the release he/she does not want to sign on the Student-Parent Agreement or declare in writing to the at the time of signing or enrollment.

Release of All Claims: The undersigned on the Student-Parent Agreement is/are the legal guardian(s) of the student named on that Agreement.

In consideration of SEED DC allowing the student enrolled in SEED DC or named on the Agreement to participate in the following described activities during the school year and her/his association with SEED DC, each parent hereby releases and discharges SEED DC and SEED Foundation ("Foundation"), Washington, District of Columbia, its agents, employees, trustees, and officers, from all claims, demands, actions, judgments, or executions which the undersigned on the Student-Parent Agreement might possess or against SEED DC or Foundation or aforesaid other for any or all personal and property injuries, know or unknown, caused by or arising out of the named Student's participation in the school year of SEED DC, and any and all activities associated with SEED DC and the named student's enrollment at SEED DC. Each parent, furthermore, agrees that any dispute or suit nonetheless arising out of the named student's participation in the school year or any and all activities associated with the student's enrollment at SEED DC shall be brought exclusively in a court of competent jurisdiction

in the City of Washington, District of Columbia, all other forums being hereby waived, and that at all such proceedings applicable District of Columbia law shall be controlling.

Activities: This release includes, but is not limited to, the following activities: riding chartered bus, common carrier, or vehicle driven under the direction of SEED DC Faculty, Staff, or individual approved by the School's Upper School Program Director, Middle School Program Director or the Director of Student Life; traveling to museums, historical, recreational, or other sites approved by SEED DC or under the direction of SEED DC, attending movies rated: G, PG, PG-13, R, NR; theatre, rock, contemporary, or other musical concerts; participating in hiking, boating, and camping trips; visiting colleges or educational sites; traveling to approved activities at other schools; participating in sport and athletic activities or other extra- and co-curricular activities, This includes attending activities outside of the Washington DC Metropolitan area.

Transportation by other than a student's own parent/guardian's automobile or a SEED DC vehicle must be arranged on an individual basis for each trip with the Upper School Program Director, Middle School Program Director, Director of Student Life, or their respective faculty representative(s).

Surveys: In order to help SEED DC reach our mission of preparing students for college, we prioritize on-going data collection, reflection and growth. At various points throughout the school year, students may be asked to anonymously participate in surveys about the quality of the educational program at SEED DC. Student feedback will help us learn more about how to best shape our school offerings. If you have questions about surveys, you may contact the Upper School Program Director, Middle School Program Director or the Director of Student Life depending on whether the survey was conducted during the academic day or student life hours.

By signing the Student–Parent Agreement or enrolling his/her child in SEED DC, each parent indicates they have read and voluntarily execute this Release with full understanding of its provisions as they pertain to the Student named in the Agreement.

Independent Evaluation Consent: As a part of a students' enrollment at SEED DC, the student and parent will be asked to participate in activities that evaluate the School. A team of independent evaluators will interview students and may request an interview with parents. In addition, the evaluators will review student records and test results. By signing the Student-Parent Agreement in this Handbook or enrolling your child in SEED DC, each parent agrees to participate in the independent review and evaluation of SEED DC.

Each parent understands that evaluators will review his/her child's official school records and report those results along with the results of other students and parents in such a way that the parent/guardian name or student's name will not be identified or connected to any results or responses.

Each parent understands that the evaluator will assign a code to his/her student's name and parent/guardian responses and that neither will be associated with the results or report.

Each parent understands that his/her child will be asked permission at the time of their interview or group interview, and may refuse to participate if he/she chooses.

Media Release: SEED DC students have been featured in many newspaper articles and other media including television. It is cumbersome to get all of the student permissions at the time of a media agency requests to access SEED DC. Therefore, students will participate, because we have written authorization on file through this Handbook and Student-Parent Agreement. The media release allows for students to participate in various media agency requests to access SEED DC.

By signing the Student-Parent Agreement or enrolling your child in SEED DC, each parent gives permission for his/her child to be filmed, photographed/interviewed by all media agencies that have been allowed to access SEED DC during their child's enrollment and association with SEED DC.

School Property and Textbook Responsibility Acknowledgement: By signing the Student-Parent Agreement or enrolling his/her child in SEED DC, each parent acknowledges that they and their child(ren) are financially responsible for School Property that is issued for student use. Each parent understands that this property includes, but is not limited to, school facilities, including doors and walls; classroom and dormitory furniture; textbooks; computers and computer equipment; and uniforms. If you or your child(ren) have outstanding financial obligations for damaged or lost school property, depending on the amount and severity of the damage or loss, you will have to repay the school by direct payment and/or community restitution. All outstanding financial obligations must be paid prior to reenrolling.

ENROLLMENT FOR THE NEXT SCHOOL YEAR

Enrollment for the next school year is not automatic. Parent(s) and/or guardian(s) must return the *Re-Enrollment Intent Form* in the spring to the Office of Enrollment Management by the deadline set by the school administrators in order to reserve their place at SEED DC.

A student whose parent or guardian has not completed the *Re-Enrollment Intent Form* by the designated deadline is in danger of being dropped from enrollment at the school for the next academic year. *Re-Enrollment Intent Forms* received after the deadline may not be accepted.

Submission of the intent form only holds a space for your child. Enrollment is not complete until the school receives the necessary residency verification documents and immunization information, as required by law.

Students who do not re-enroll for the next academic year are NOT eligible for summer opportunities funded totally or in part by SEED DC or afforded through partnership with SEED DC. If a student participates in a summer program funded by SEED and does not re-enroll for the next academic year, his/her family will be responsible for reimbursing the school for the cost of the summer program(s). The family will also be required to reimburse the school for any related costs provided to the student to attend the summer program(s).

WITHDRAWING A STUDENT

As a charter school, we value the ability of parents to make choices regarding their child's educational placement. We recognize that for a variety of life situations a parent may make a choice to withdraw their child from SEED DC. Although we regret seeing any member of SEED DC community leave, we will support and assist parents in making such a transitional move.

In order to withdraw a student, parents must complete and sign a *Withdrawal and Exit Interview Form* and *Student Withdrawal Form* with the Office of Enrollment Management. Once a decision on the student's next school has been finalized, the *Student Withdrawal Form* or *Verification of Enrollment* form must be completed by the receiving (new) school and returned to the Office of Enrollment Management before the official educational records will be released. SEED DC will send the academic files to the receiving school within two business days after receipt of the *Student Withdrawal Form* or *Verification of Enrollment Form*. However, official educational records will not be released until all outstanding materials and other obligations have been settled.

Parents should contact a Student Life administrator to make arrangements to pick up any of their child's personal belongings from the dorm.

Once a student has formally withdrawn the student forfeits her/his assigned enrollment space at SEED DC and will not be eligible to re-enroll.

Students who are withdrawn are NOT eligible for summer opportunities afforded through SEED DC.

SIBLING PREFERENCE POLICY

Families are important to SEED DC. SEED DC strives to keep households together for ease of parent/school relationships, transportation, school calendar logistics, etc. With this in mind, enrollment preference is usually given to siblings of any student who is attending SEED DC and who submits an enrollment application by the designated deadline.

A sibling is defined as a biological or legally adopted brother or sister, as well as stepbrothers, stepsisters, or foster children residing full-time in the same household with a current SEED DC student. Cousins, nieces, nephews and unrelated children sharing an address with a SEED DC student are not considered siblings.

In order for eligible siblings of current SEED DC students to be considered under the Sibling Preference Policy, the parent or guardian must complete and submit an enrollment application by the designated deadline for each child they wish to enroll at SEED DC. If we have more siblings who apply by the application deadline than we have openings, a sibling lottery will be conducted. If an enrollment application for a sibling is not received by the application deadline, he/she will not qualify for enrollment under the Sibling Preference Policy and will be added to the waiting list in the order that his/her application is received.

Both the current SEED DC student and his/her newly enrolled sibling must intend to enroll at SEED DC for the upcoming school year and must have the same primary residence. If for any reason the current SEED DC student, on whom the sibling preference was based, withdraws from SEED DC prior to the start of the school year, the newly enrolled sibling will be removed from enrollment and will be placed on the waiting list.

Each year, public charter schools can use its discretion to extend or not extend the Sibling Preference Policy during an enrollment period. The *Enrollment and Lottery Guidelines* written by the DC Public Charter School Board states, "Schools may grant enrollment preference to siblings of current students during the enrollment period." Sibling preference is not a mandated policy for public charter schools. If SEED DC does not offer the Sibling Preference Policy during an enrollment period, siblings will be entered into the general public lottery.

Please note that siblings must also meet all other eligibility requirements to apply for the 2016-2017 school year, which includes:

- Being a D.C. Resident
- Entering the 6th grade for the 2016-2017 school year
- Having a birthday that falls on or after February 1, 2004

Should you have any questions about the Sibling Preference Policy, please contact the Office of Enrollment Management via email at admissions@seedschooldc.org or phone at (202) 248-3025.

PARENT GRIEVANCE PROCEDURE

SEED DC has the obligation to ensure that the behavior and conduct of employees is acceptable and conducive to learning. Concerns and complaints will not be ignored. Conflicts or complaints should be resolved directly with the employee whenever possible. All cases, concerns, or complaints will be reviewed and addressed by the employee's supervisor. Resolution does not always mean that a final decision has to be sanctioned or approved by the parent or employee.

When issues of concern fail to be resolved, the parent should complete a *Parent Grievance Form* located in the Office of Enrollment Management. This form allows the parent an opportunity to identify the facts and submit the complaint to facilitate resolution. This form should be submitted to the Director of Enrollment Management. The Director will process the grievance form and is obligated to begin a process of seeking resolution within two business days.

EMPLOYEE GRIEVANCE PROCEDURE

To secure a working and positive partnership with teachers, boarding instructors, administrators, support staff, etc., a form is available for any employee to complete when that individual has experienced a personal violation by any parent/guardian, student relative, or visitor. Should any employee of SEED DC experience what is construed as a verbal or physical abuse, threat or violation of said person, which may endanger his/her well-being or is considered to be harassing, confrontational, or of unprofessional behavior, he/she may complete an Employee Grievance Form. This will be submitted to the employee's supervisor or Human Resources Manager for review.

As a result of this review, an investigation may be conducted for determining if any action is necessary or if consequences should be imposed. See "Responsibility to Adhere to Policies" for parent behavior review process and consequences.

CHECK ACCEPTANCE POLICY

SEED DC does accept personal checks as a form of payment. In the event that your bank returns a check for Non-Sufficient Funds (NSF), a \$10 fee will apply and your name will be placed on the school's NSF list. Report cards,

transcripts and other materials will not be released until the amount of the check and NSF fees are reimbursed to the school. After payment of the outstanding amount, your name will remain on the NSF list for 180 days. If, during this period of time, the school receives another NSF check from you, the aforementioned process will begin again. However, this time your name will remain on the NSF list indefinitely and SEED DC will be unable to accept checks from you. You may contact the Finance and Operations Coordinator at (202) 248-3041 if you have questions.

FUNDRAISING POLICY

All SEED DC fundraising projects must receive approval from the Development Office. All staff and students must:

1. Submit a Fundraising Project Form
2. Receive approval of the fundraising project before beginning any fundraising activities, and
3. Submit and report ALL donations received to the Development Office.

This fundraising procedure will ensure that all of our fundraising and development activities are synchronized and in-line with the mission of the SEED DC.

Reasons for the Fundraising Policy

1. The School pursues a number of donations and partners at any given time, and may be soliciting the same individuals and groups that you are contacting for supplies and donations. Many donors can/will only donate one gift per year to an organization, and smaller fundraising efforts (such as asking for small project/equipment donations) may prevent us from obtaining much larger gifts.
2. Many grants have implications for other departments at the School. Example: Some grants or donations may require us to implement special accounting procedures to identify exactly how the funds are spent.
3. Some grants or in-kind donations may create additional work for another department that makes the donation less valuable. Example: SEED DC may receive a donation of used computers, but they have so many problems that it is burdensome for staff to either make them work or throw them away. Another example: A grant may have extensive reporting requirements that require too much time to make the monetary benefit of the grant worth the time required for reporting.



Thinking about a fundraising activity?
Contact our Development Department
at (202) 248-3012 or
development@seedschooldc.org

4. Many organizations have reporting requirements. If we fail to comply with these requirements, then we may lose the opportunity to request funds from them again.
5. The School has procedures for recognizing all of our donors (with thank you letters, recognition in the Annual Report, and mailings). It is important to ensure that the School appropriately thanks everyone who supports SEED DC.
6. All solicitations (requests for donations) **MUST** conform to the mission of SEED DC and contain accurate information about SEED DC. Additionally, all solicitations to potential donors must utilize the same language and organization. This enables SEED DC to communicate a consistent image and message for the School.

The policy applies to ALL fundraising activities that will benefit SEED DC families and staff, including those listed below. If you are unsure whether your idea is a fundraising activity, please contact the Director of Development at development@seedschooldc.org or 202-249-3012.

Examples of Fundraising Activities

Off-Campus Fundraising Activities:

- Hosting an event at your home, a restaurant or other site and asking for a donation at the door OR selling tickets to the event.
- A personal friend has offered to provide space and refreshments in a home, restaurant, hotel, etc. free of charge to host an event where you request a cover, donations, host an auction or raffle, etc.
- Sending a letter requesting a donation of cash, goods or services to an individual whom you know or don't know.
- Sending a grant proposal to an individual, corporation, or grant-making organization.

On-Campus Fundraising Activities:

- Hosting an event and asking for a donation OR selling tickets
- Placing a coin jar in classrooms to which students and faculty may contribute
- Movie night
- Yard sale
- Dress down day
- Raffle
- Dance
- Auction

Fundraising for Special Groups and Activities

Individual Expenses for Summer Programs, Semester Programs, or Special Projects: Students pursuing summer opportunities may need to raise money to support program, travel and living expenses. SEED DC

cannot support individual fundraisers on campus, as it would overwhelm staff, students and families with requests for support and decrease the success of projects such as class fundraisers, service learning activities, and PTA fundraisers. Therefore, students who seek support for special programs may speak with the External Opportunities Coordinator to explore financial support from SEED DC or other sources and may also seek funds from family members, church, neighbors and friends within their personal communities.

Class Fundraisers: If parents, staff and students want to raise money on behalf of their class, they may host on-campus fundraisers. The Director of Development must approve all fundraising activities in advance. Funds raised through the events must be submitted to the Development Office and managed by the School.

Parent Teacher Association Fundraising: While the PTA is a separate fundraising entity, it must work together with the SEED DC Development Office to ensure that both organizations are not requesting support from the same organizations or corporations. The PTA must therefore assign a Fundraising/Events Chair to serve as the point of contact with the School's Development Office. All PTA fundraising activities must submit proposals for fundraising through the Fundraising/Events Chair and receive approval from the SEED DC Development Office to ensure coordinated efforts. The PTA has a separate bank account, housed at SEED DC, and therefore all funds raised by the PTA should be given to the Development Office for deposit.

Fundraising for Other Charities on SEED DC's Campus: Some members of SEED DC's community raise funds to support other organizations, such as asking for sponsors for a race, selling goods, or holding on-campus activities. This fundraising policy only applies to activities on behalf of SEED DC, but if you are holding an organized event or engaging in any of the on-campus activities outlined below, *please check with the Director of Development to confirm that you do not need to submit a Fundraising Project Form.*

Donations and Reimbursements

Many parents and staff contribute items towards school events and fundraisers (such as beverages, cash, etc.). These contributions are considered donations. SEED DC will not reimburse parents and/or staff for such contributions unless prior arrangements have been made.

Fundraising Project Form

The Fundraising Project Form must be submitted to the Development Office prior to the start of any fundraising activities. The Fundraising Project Form is available through the Development Office. Please contact the Director of Development to obtain a copy.

RESPONSIBILITY TO ADHERE TO POLICIES

By accepting enrollment at SEED DC, parents agree to abide by SEED DC policies contained in this Handbook and/or issued by school officials. A parent's failure to abide by school policies may result in consequences being applied to the parent including, but not limited to, restrictions from campus visitation, barring parent participation in school events, and restrictions to sitting on parent committees. Parent failure to abide by school policies may jeopardize your child's enrollment status. Providing false or misleading information, and/or failing to meet all admissions requirements may disqualify your student from remaining enrolled at SEED DC. As a result of a failure to abide by school policies, the Head of School may designate an administrator to conduct an investigation for determining if an additional review is necessary or if consequences should be imposed. The designated administrator may recommend and impose consequences. In addition, the Head of School may form an ad hoc committee of SEED DC administrators and/or faculty to serve as a parent review board to review parent behavior and impose consequences, up to and including, de-enrollment of a student from SEED DC.

COMPASSION

is being concerned,
helpful and supportive
toward other people
and the community and
thinking about how the
other person will
feel before you act.

NOTES

[illegible]

STUDENT AND PARENT AGREEMENT

The student and parent/guardian should read this Handbook in its entirety and review the policies contained therein. By signing below, the student and parent/guardian accept the policies contained therein and understand that the School will promote and enforce all of the policies and programs as outlined in this Handbook.

Please sign and return this Agreement Form to the Office of the Director of Family & Community Engagement.



Student's Full Name: _____

STUDENT AND PARENT

I/We have received and reviewed The SEED Public Charter School of Washington, D.C. Student-Parent Handbook, including the Medicine Policy, Harassment Policy, Information Network Access Policy, Student Laboratory Safety Policy, Release Section, and Parent-Student Contract.

I/We understand the policies set forth in this Handbook and understand that the School may make changes to the policies contained herein and that I/We will receive written and/or verbal notification of any changes or additions to the Handbook or policies.

I/We agree to adhere to the policies contained in this Handbook and understand that disciplinary action up to and including dismissal from The SEED Public Charter School of Washington, D.C., can result from not adhering to these policies.

PARENT/GUARDIAN

I/We understand the provisions of the Release of All Claims, Independent Evaluation Consent, Media Release, School Property & Textbook Responsibility Acknowledgement, Health Documentation Requirements, Student Laboratory Safety Policy, and Parent-Student Contract contained in this Handbook.

(continued on reverse)

I/We authorize all participation and voluntarily execute the Release of All Claims, Independent Evaluation Consent, Media Release, and School Property & Textbook Responsibility Acknowledgement, Health Documentation Requirements, and Parent-Student Contract contained in this Handbook.

I/We are the legal parent/guardian of the above named student.

I/We understand the procedure for voiding a release or consent at a later date.

I/We understand the weekend dismissal, check-in, and the late fee policy when picking up our student from campus.

Signature of Student

Date

Printed Name of Student

Signature of Parent/Guardian

Date

Printed Name of Parent/Guardian