

## **Section 8: Discipline Policies and Procedures**

### **Suspension and Due Process Procedures**

The decision to suspend a student will be made by the Principal with the Dean of Student Support. The number of days of suspension will be determined based on the severity of the infraction, the age of the student, and previous infractions. No out of school suspension will be issued for longer than five consecutive days for grades K-5, or ten consecutive days for grades 6-8. A suspension will not exceed ten days. The suspension shall become effective immediately unless otherwise stated by the Dean or Principal.

Students for whom suspension is being considered will be given notice and an opportunity to be heard before a final decision regarding suspension is made. The following procedures will apply for students facing short term suspension. Short term suspension is less than three (3) days for Kindergarten – 5th grade, less than six (6) days for 6th-8th grades. Prior to issuing the suspension, the Dean or Principal 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 Dean or Principal will conduct an investigation into the circumstances of the student's behavior and any explanation provided by the student. Any investigation will be completed within two (2) school days. At the discretion of the Dean or Principal the student may be suspended pending the results of the investigation. After the meeting with the student and any investigation, the Dean or Principal will issue written notice through a Disciplinary Tracking Form, to the parent detailing the length of the suspension, reason for the suspension and an explanation of the information being relied on as a basis for the suspension.

The following procedures will apply for students facing long term suspension. Long term suspension is more than three (3) days for Kindergarten – 5th grade and more than six (6) days for 6th-8th grades. Prior to issuing a recommendation for a long-term suspension, the Dean or Principal 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 Dean or Principal will conduct an investigation into the circumstances of the student's behavior and any explanation provided by the student. Any investigation will be completed within two (2) school days. At the discretion of the Dean or Principal the student may be suspended pending the results of the investigation. After the meeting with the student and any investigation, the Principal will issue written notice to the parent detailing the length of the recommended suspension, the reason for that recommendation and an explanation of the information being relied on as a basis for the recommendation.

A discipline review hearing will be held within ten (10) school days of the incident that resulted in a recommendation for long term suspension, where a final decision will be made about the recommended disciplinary action. At the hearing, the Dean or Principal 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 the decision maker to consider. The Principal or designee will act as an impartial decision maker for long term suspension recommendations. The Principal will hear all of the information presented and make a final decision about the recommended disciplinary action. At the conclusion of the hearing or within the next school day, the Principal will notify the parent in writing of the final determination.

At the Dean or Principal's discretion, students who are recommended for long-term suspension will be suspended pending a final determination about the recommendation for long-term suspension.

Students with disabilities (IEP and 504) who suspended for more than 10 school days in a school year must have a manifestation meeting. If a student needs to be suspended for more than 10 days in a school year or is being recommended for expulsion, then the MDT must be involved and hold a manifestation determination meeting. If the team determines that the behavior is not a manifestation of the student's disability the student can be disciplined in the same manner a nondisabled student would be except that the school will provide services to that child until the end of the school year (including extended school year when applicable) or until the child begins attending another school, whichever occurs first. If the behavior is a manifestation, then the student will be allowed to return to school unless the team agrees otherwise (or unless the student possessed or used drugs, possessed a weapon or caused serious bodily injury) and the team will consider alternative consequences and/or interventions to address the behavior. Students with disabilities who are suspended for more than 10 days in a school year will receive services in an interim alternative educational setting.

### **Pre-Expulsion and Due Process Procedures**

Should a DC Preppie consistently struggle with the behavioral expectations of DC Prep, the student may participate in the pre-expulsion process.

The Pre-Expulsion process includes:

1. A conference attended by the Principal or the Dean of Student Support when appropriate. At least one of the student's teachers may be in attendance, as well as the child's parent or guardian and the child (if appropriate).
2. The development of the pre-expulsion contract which details the responsibilities of all parties, including the family, child, and school, to support the student's success at DC Prep.
3. A follow-up conference at the end of the pre-expulsion period.
4. The terms of the pre-expulsion period are as follows:
  - o The probationary period is at minimum four (4) weeks.
  - o Should the student commit any combination of three (3) minor disciplinary infractions or one suspension within this period the student may be recommended for expulsion.

If a student successfully completes the pre-expulsion period, the school will review the disciplinary record regularly to monitor progress. Should the DC Preppie once again begin to

violate the school's code, an additional probationary period and pre-expulsion meeting is not required for an expulsion recommendation.

Should a student at DC Prep be recommended for expulsion, due to excessive and/or repeated academic or behavioral violations of the school Code of Conduct, the school may choose to implement the Discipline Review process.

In cases where the student engages in the following activities, the Discipline Review process will be implemented immediately:

- Repeatedly engages in conduct which substantially disrupts school or classroom activity.
- Endangers or repeatedly threatens to endanger the health, safety, welfare of others.
- Assaults or threatens to assault a staff member (physically/verbally).
- Severely assaults another student.
- Possesses a firearm, knife, razor blade, or any dangerous object with no reasonable use to the student in school, in a manner that causes a disruption to the learning environment or endangers school safety.
- Possesses or uses alcohol or illegal drugs/controlled substances on school property.
- Commits vandalism/arson.
- Engages in any sexual acts/behaviors on campus or school-sponsored field trip.

#### ***Expulsion and due process procedures***

The following procedures will apply for students facing expulsion. Prior to issuing a recommendation for expulsion, the Dean or Principal 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 Dean or Principal will conduct an investigation into the circumstances of the student's behavior and any explanation provided by the student. Any investigation will be completed within two (2) school days. At the discretion of the Dean or Principal the student may be suspended pending the results of the investigation. After the meeting with the student and any investigation, the Principal will issue written notice to the parent detailing the reason for the recommendation for expulsion and an explanation of the information being relied on as a basis for the recommendation.

At the Dean or Principal's discretion, students who are recommended for expulsion will be suspended pending a final determination about the recommendation for expulsion. Failure to attend the hearing will waive the parent's or guardian's option to appeal. If the parent or guardian attends the hearing and disagrees with the decision, then the parent or guardian may contact the President and Chief Academic Officer (CAO) of DC Prep, Katie Severn, at [ksevern@dcprep.org](mailto:ksevern@dcprep.org) to appeal the decision.

## Section 9: Code of Conduct



### DC PREP CODE OF CONDUCT OVERVIEW

We believe in using a developmentally-appropriate and tiered approach to supporting students with meeting our schoolwide expectations. We recognize that all students require teaching and support to be successful learners. Our system includes:

1. **Classroom- based Supports and Responses** to provide students with opportunities to reflect on, practice and improve behavior in line with our Community Expectations;
2. **Outside the Classroom Supports and Responses** to provide students with opportunities to reflect on, practice and improve behavior in line with our Community Expectations; and a
3. **Schoolwide Tiered System of Consequences** executed within classrooms and through specialized supports and services outside of the classroom.

We believe all students should have the opportunity to learn from their choices and as students mature, we expect them to take increasing responsibility for their actions.

### DC Prep Expectations

We believe in teaching, practicing and enforcing a consistent set of schoolwide expectations.

DC Prep Expectations	
<ul style="list-style-type: none"> <li>• <b>Engage in all classwork</b> and instructional activities to support a focused learning environment</li> <li>• <b>Be prepared</b> with – and maintain – uniform, materials, common spaces, and technology appropriately</li> <li>• <b>Follow instructions</b> from all adults in the school building</li> <li>• <b>Be safe</b> at all times. Keep your hands, feet and body to yourself.</li> <li>• <b>Consider your actions</b> and the impact on others in the community.</li> </ul>	

- (1) **Classroom-based Supports and Responses** to provide students with opportunities to reflect on, practice and improve their behavior in order to meet **DC Prep Expectations**:

Classroom-based Responses and Supports	How Used
Planned Teaching of Prep Skills, Prep Expectations and Routines and procedures	We integrate <b>Planned Teaching</b> embedded throughout the day in classrooms and common spaces to teach students and give them opportunities to practice and apply HOW to be a positive and productive community member. We believe in teaching clear

All Grade Levels	<p><b>Routines and Procedures</b> to support creating a productive and safe learning environment. The <b>Prep Skills</b> we teach and embed into our daily lessons for students to practice and apply include:</p> <ul style="list-style-type: none"> <li>• Using <b>Advocacy Skills</b></li> <li>• <b>Speaking to and Listening</b> to Others</li> <li>• Using <b>Emotional Management</b> Strategies</li> <li>• <b>Persevering</b> on Tasks and Projects</li> <li>• <b>Contributing</b> to Group Activities</li> </ul>
Praise, SHINE, Smiley Faces ☺, Additions (DC Prep \$\$)	<p>We integrate positive praise throughout the school day so that students feel pride and success and to celebrate the growth of our Preppies. When we see students demonstrating strong skills or growing significantly in a skill that has been a challenge, we <b>praise</b> them in a genuine way connected to a mindset of student excellence. We document praise on student Prep Notes or trackers in our early grades. Early Childhood classrooms use a <b>SHINE</b> system, early elementary grade classrooms use <b>happy</b> faces (☺) and older grades use <b>additions</b> connected to a DC Prep “Bank Account”.</p>
Redirection, reminders and corrective teaching	<p>Redirection, reminders and corrective teaching are all strategies teachers use to support students in meeting the <b>Prep Expectations</b> and receiving feedback in order to correct themselves when they are not meeting expectations. These can take many forms including individual <b>Redirection</b> (Ex- Jane, please remember to raise your hand instead of calling out), whole class <b>Reminders</b> (Ex- I’m waiting for two students to sit criss-cross applesauce on the rug), etc.</p> <p><b>Corrective Teaching</b> is a strategy we use to teach and practice a replacement skill after naming the inappropriate behavior with a student or group of students. This can be used for small misbehaviors in the classroom in addition to teachers using our tiered consequences outlined below. The intent is to support the students in making amends for poor choices and correcting behavior and not designed to be punitive. Here are some common examples:</p> <ul style="list-style-type: none"> <li>• When a student has used unkind words towards a classmate, he or she will be given the opportunity to apologize inside the classroom in addition to earning the appropriate consequence.</li> <li>• If a student misuses classroom materials, he or she may lose the privilege of using the materials or may be asked to help organize the materials.</li> <li>• If a student struggles to follow instructions during recess, he or she may be asked to sit out for 2 minutes and be given an opportunity to try again after reflecting on behaviors with the recess duty teacher.</li> </ul>
Fresh Start and Reflection	<p>Fresh Start is a designated space inside of a classroom, where students can take time to practice using calming strategies to regulate their emotions and work on rejoining the group. Teachers</p>

	<p>may ask students to go to the Fresh Start spot, or students may ask proactively. Fresh Start is used in all elementary school classrooms.</p> <p>Reflection is used in our upper grades and is a space for students to reset or self-regulate their behavior after receiving multiple redirections. Students can request to use the Reflection space proactively to help them self-regulate and teachers can request students to use the reflection space to provide corrective teaching</p>
“Talk it Out” Table and Mediations	<p>“Talk It Out” is a strategy for teaching students to resolve conflict with a peer and to develop self-awareness to repair relationships. In many elementary school classrooms, there is a designated space (the “Talk it Out Table”) for students to share their feelings and demonstrate their emotional management strategies. This space is usually used for peer to peer conflict resolution. Students can be asked to move to the space by a teacher and or transition to the space on their own when feeling calm and ready to talk.</p> <p>In upper grades, we use a similar “Talk it Out” strategy also called Mediation to provide students with space to talk about their feelings and resolve peer to peer conflict. It most often happens in a middle school setting outside of the classroom given the configuration and structure of the upper grade classes.</p>
Small Deal Square	<p>The “Small Deal Square” is used in elementary classrooms for students who have received 1 to 2 redirections, and the teachers thinks the student will be able to reset or self- regulate their behavior with a little space before receiving an official logged consequence or time out. Small deal square is intended to be corrective and not punitive to give young children another space to improve their behavior. <i>Once the student corrects his/her behavior, they are welcomed back to the team.</i></p>
Deductions and Sad Faces ☹	<p>Students receive feedback for poor choices. In EC and Kindergarten classrooms, they will receive a sad face (☹) on their prep note. Deductions are used in First-8<sup>th</sup> grades. Students lose dollars according to an agreed upon structure of fines using DC Prep dollars. Deductions are considered “warnings” to support behavioral correction. When we see students struggling to meet expectations, it is documented on Prep Notes and trackers for parent communication.</p>

**(2) Outside the Classrooms Support and Responses**

Administrators including Deans and School Counselors utilize restoring components to help students grow from and not repeat a behavioral incident. Some of the most frequent responses and supports are noted below. Families are notified when these responses are used.

<b>Outside the Classrooms</b>	<b>How Used</b>
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<b>Support and Responses</b>	
Peer Mediation	Peer Mediation is used more frequently in the upper grades and typically led by a school Counselor or Psychologist and in some cases can be led by student-trained Peer Facilitators. Mediation is designed to provide students with a controlled, secure atmosphere that permits each person to tell their side of the story without interruption. The goal of mediation is to identify the issues underlying the problem and for the students to devise a plan that will resolve the problem and help them to avoid it from continuing, or repeating in the future.
Community Restoration Time (CRT) and Community Restoration Assignments (CRA)	<p>Community Restoration Assignments (CRAs) are typically administered by the Dean or another Administrator and provide students with an opportunity to repair hurt or damage done to the community. CRAs may be a part of a tiered consequence. When a student receives a CRA, the parent or guardian is notified. In many cases, the student will be asked to complete the CRA during CRT which is held on Wednesdays and Fridays afterschool. Students who are repeatedly unsuccessful on ICS may be required to serve an extended detention on either Wednesday (2:30-3:00pm) or Friday (4:30-5:00pm). During extended detention, students complete a community restoration assignment and/or participate in a Prep Skills planned teaching lesson with a member of the support team.</p> <p>Examples of CRAs that most frequently occur during CRT include:</p> <ul style="list-style-type: none"> <li>• Community Service <ul style="list-style-type: none"> <li>○ Directly with impacted teacher (i.e., help organize classroom with teacher at lunch, put a bulletin board together, etc.)</li> <li>○ General (i.e., help sort books in library, help a teacher in a younger grade with something, etc.)</li> </ul> </li> <li>• Apology (Written or verbal) <ul style="list-style-type: none"> <li>○ Should be completed by the end of the day after incident (so basically 24 hours).</li> </ul> </li> <li>• A Prep Promise Statement/ Drawing/ Statement <ul style="list-style-type: none"> <li>○ Preppie makes a commitment to the person(s)-teacher, student or class- to work as a team member and think about himself/herself and each of them – being safe, kind and focusing on learning.</li> </ul> </li> <li>• A Prep Circle <ul style="list-style-type: none"> <li>▪ Dean, Principal, Parent, Student, Impacted Teacher/Student circle up during a Student Reflection Meeting to discuss what happened.</li> </ul> </li> <li>• Expanding Awareness and Prevention <ul style="list-style-type: none"> <li>○ Preppie crafts an essay or report on a related topic to an incident and delivers it to the class and/ or at a community meeting based on incident (and age of Preppie) and/ or visits other classes to discuss the issue with Preppies</li> </ul> </li> </ul>
Office Referral	When students have made poor choices in a classroom, they may receive

	an Office Referral and visit with the Dean or other school administrator. Office Referrals are meant to be a space for the students to reflect on his/her behavior and discuss next steps which may include CRA, SRM or Tiered Consequence (DTN, ICS or OSS). When students have received an Office Referral, the parent/ guardian is notified by the Dean or other administrator. The Dean or administrator decides on the appropriate supports and consequence(s) after meeting with the student.
Student Reflection Meeting (SRM)	Parents/ guardians of students who demonstrate unsafe or consistently disruptive behaviors will participate in a reflection meeting with a member of the support team the same day or next day. The goal of the meeting is to discuss the Preppie's behavior, factors that may be contributing to the behavior and create a plan for home and school that supports the Preppie's success at school. The Preppie will join at the end for re-teaching or goal setting based on the team's action plan.

**(3) Schoolwide Tiered System of Consequences**

Despite our best efforts to establish school and classroom environments that are purposeful, productive, inclusive, safe, and equitable for all students, there will at times be incidents and behaviors that require an additional layer of response, support and/or consequence based on either the frequency and or severity of the behavior. In these instances, we use our Code of Conduct as a guide to determine how to best respond. Below are brief descriptions of the graduated levels of disciplinary actions used in Pre-School through 8<sup>th</sup> Grade.

For details on the specific consequence ladder, see the Elementary and Middle specific Code of Conduct documents below.

<b>Schoolwide Tiered Consequences</b>	<b>How Used</b>
Time-Out <i>Early Childhood, Kindergarten</i>	When a student has received multiple redirections, and is unable to follow through, he or she may be asked to go to time out. At the close of time out, the teacher <b>debriefs with the student</b> by asking questions and providing opportunities for reflection. For example, "Why did you go to time out? What can you do to improve your behavior?"
Deductions/ Sad Faces	Students earn deductions/ sad faces (☹) which serve as a reminder for students that they are not meeting the expectations. Students "deduct" the equivalent of \$1 DC Prep from their bank accounts and document on the Prep Note (or tracker in earlier grades).
End of Day Reflection (EDR) <i>Kinder and First Grade</i>	Students earn End of Day Reflection (EDR) for behaviors during the day to be served with an administrator as both a consequence for actions and an opportunity to reflect on behaviors and make commitments to move forward.
Detention (DTN) <i>2<sup>nd</sup> through 8<sup>th</sup> Grade</i>	Students earn an afterschool detention for specific behaviors and serve it that day or the following day. During detention, students write a reflection assignment about their behavior. On Mondays, Tuesdays, Thursdays and Fridays, students serve detention from 4:00-4:30 PM.



	Due to the 2:00pm early dismissal on Wednesdays, detention is held from 2:00-2:30pm.
In Class Suspension (ICS) <i>2<sup>nd</sup> through 8<sup>th</sup> Grade</i>	Students earn ICS for behaviors that negatively impact the emotional or physical safety of another community member or for behaviors that are majorly disruptive to learning. Students who are not successful on ICS earn an additional day of the consequence.
Suspension	Students whose behavior results in emotional distress or bodily injury to another Preppie or staff member, no matter how brief, may be suspended. Behaviors that warrant suspension fall into the following 5 categories: <ol style="list-style-type: none"> <li>1. Fighting</li> <li>2. Posturing or Planning for Violence/ Fighting</li> <li>3. Threats to Safety of School Community</li> <li>4. Emotionally escalated and unsafe behaviors of an extended nature and extreme intensity</li> <li>5. Running out of the school building</li> </ol> Please see division specific Code of Conduct for more details on behaviors that could result in suspension. Students are suspended between one and ten days based on the severity of the behavior. A Student Reflection Meeting with the Dean, Principal, or designee will be held on the day of the suspension or upon the student’s return to school to support an improvement in behavior. Students who are suspended are expected to complete all homework assignments. Suspended students may be required to complete a reflection assignment or other action to rebuild a relationship with individuals impacted by his/her actions or to repair/restore property that has been damaged.
Expulsion Recommendation	Violent or illegal actions or repeated major violations of the Code of Conduct may result in expulsion.



**DC PREP ELEMENTARY CAMPUS CODE OF CONDUCT**

<b>DC Prep Expectations</b>	<i>Consistent Across Classes and Campuses</i>
<ol style="list-style-type: none"> <li>1. Be prepared with your uniform, materials and an organized work space.</li> <li>2. Follow ALL instructions to support learning.</li> <li>3. Be safe – keep your hands, feet and body to yourself.</li> <li>4. Treat others with kindness.</li> <li>5. Contribute positively.</li> </ol>	

Tier	Behaviors	Supports/ Consequences		
Tier 1	<p><b>Multiple Tier 1 behaviors within the same class or school day may result in a higher level infraction.</b></p> <ul style="list-style-type: none"> <li>Off-task behaviors/minor disruptions to the learning environment (i.e., talking in class, out of seat, making noises, calling out, etc.)</li> </ul>	<p><b>Classroom Based Supports</b></p> <ul style="list-style-type: none"> <li>Re-Teaching</li> <li>Re-Direction</li> <li>Fresh Start/ Reflection</li> <li>Small Deal Square</li> <li>Talk It Out Table</li> <li>Planned Teaching</li> <li>Reminders</li> <li>Corrective Teaching</li> </ul> <p><b>Consequences</b></p> <ul style="list-style-type: none"> <li>Time-Out</li> <li>Deduction</li> </ul>		
Tier 2	<p><b>Multiple Tier 2 behaviors within the same class or school day may result in a higher-level infraction.</b></p> <p><b>Early Childhood- Specific</b></p> <ul style="list-style-type: none"> <li>Three (3) time outs during the day.</li> <li>Significant tantrum (lasting 2 or more minutes without abatement).</li> <li>Any behavior of a sexual nature; inappropriate touching/ behavior (i.e., kissing, touching bathing-suit covered body parts [yours or a peer's], indecent exposure, etc.).</li> <li>Physical behavior with another student or staff person</li> <li>Extended emotional behavior and/or significantly disruptive behavior (i.e., crying for an extended period, shut down and unable to participate in the class, falling asleep repeatedly, discussing inappropriate topics and unable to be redirected, etc.).</li> </ul> <p><b>Kindergarten Specific</b></p> <ul style="list-style-type: none"> <li>Failure to meet Prep Expectations with support</li> <li>Tantrums/crying, pouting, stomping feet for a short period of time (resolved in class).</li> <li>Throwing things in the classroom (i.e. paper, small items, etc.).</li> <li>Hurtful language/teasing/name calling. (i.e., stupid, dumb, fat, stinky, ugly, etc.)</li> </ul> <p><b>First Grade Specific</b></p> <ul style="list-style-type: none"> <li>Failure to meet Prep Expectations with support</li> </ul>	<p><b>Supports &amp; Consequences by Grade</b></p> <p><b>Possible General Supports</b></p> <ul style="list-style-type: none"> <li>Peer Mediation</li> <li>Family Communication/ Meeting</li> <li>Student Meeting</li> <li>Skills Teaching</li> <li>Re-teaching, Re-Direction, Reflection, Corrective Teaching</li> </ul> <p><b>Early Childhood</b></p> <ul style="list-style-type: none"> <li>EC Support Coordinator Visit</li> <li>Parent Phone Call</li> </ul> <p><b>Kindergarten</b></p> <ul style="list-style-type: none"> <li>Deduction</li> </ul> <p><b>First Grade</b></p> <ul style="list-style-type: none"> <li>End of Day Reflection (EDR)</li> </ul> <p><b>Second- Third Grade</b></p> <ul style="list-style-type: none"> <li>Detention (DTN)</li> </ul> <table border="1" data-bbox="1242 1774 1461 1845"> <tr> <td>Mon</td> <td>4-4:30pm</td> </tr> </table>	Mon	4-4:30pm
Mon	4-4:30pm			

	<ul style="list-style-type: none"> <li>• Tantrums/crying, pouting, stomping feet for a short period of time (resolved in class).</li> <li>• Throwing things in the classroom (i.e. paper, small items, etc.).</li> <li>• Hurtful language/teasing/name calling. (i.e., stupid, dumb, fat, stinky, ugly, etc.)</li> <li>• Repeatedly off-task behavior in the classroom environment</li> <li>• Taking/ Stealing the property of another community member</li> </ul> <p><b>Second- Third Grade Specific</b></p> <ul style="list-style-type: none"> <li>• Failure to meet Prep Expectations with support</li> <li>• Tantrums/crying, pouting, stomping feet for a short period of time (resolved in class).</li> <li>• Throwing things in the classroom (i.e. paper, small items, etc.).</li> <li>• Hurtful language/teasing/name calling. (i.e., stupid, dumb, fat, stinky, ugly, etc.)</li> <li>• Repeatedly off-task behavior in the classroom environment</li> <li>• Taking/ Stealing the property of another community member</li> <li>• Tardy to School (<i>After 2<sup>nd</sup> tardy, students receive a detention each time they are late; this is reset quarterly.</i>)</li> <li>• Uniform Violation: no belt, improper shoes (<i>After 2<sup>nd</sup> occurrence, student receives a detention each time; this is reset quarterly</i>)</li> </ul>	<table border="1"> <tr> <td>Tues</td> <td>4-4:30pm</td> </tr> <tr> <td>Wed</td> <td>2-2:30pm</td> </tr> <tr> <td>Thu r</td> <td>4-4:30pm</td> </tr> <tr> <td>Fri</td> <td>4-4:30pm</td> </tr> </table>	Tues	4-4:30pm	Wed	2-2:30pm	Thu r	4-4:30pm	Fri	4-4:30pm
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<p><b>Tier 3</b></p>	<p><b>Multiple Tier 3 behaviors within the same class or school day may result in a higher level infraction.</b></p> <p><b>Early Childhood Specific</b></p> <ul style="list-style-type: none"> <li>• Multiple tantrums within a day.</li> <li>• Behavior of a sexual nature.</li> <li>• Major disruption in the classroom.</li> <li>• Repeated usage of inappropriate language.</li> <li>• Destroying a peer’s belongings.</li> <li>• Recurring physical behavior with another student or staff person</li> </ul> <p><b>Kindergarten Specific</b></p> <ul style="list-style-type: none"> <li>• Repeatedly off-task behavior in the classroom environment after receiving support</li> <li>• Threatening anyone in words, looks, notes, or actions, directly or through another means</li> <li>• Taking/stealing the property of another community member</li> <li>• Spitting on another/roughhousing/horseplay and not keeping hands to yourself</li> </ul>	<p><b>Possible Supports</b></p> <ul style="list-style-type: none"> <li>• Peer Mediation</li> <li>• Family Communication/ Meeting</li> <li>• Student Meeting</li> <li>• Skills Teaching</li> <li>• Re-teaching, Re-Direction, Reflection, Corrective Teaching</li> <li>• Behavior Contract</li> <li>• Counselor Support</li> </ul> <p><b>Consequences</b></p> <p><b>All Grades</b></p> <ul style="list-style-type: none"> <li>• Student Reflection Meeting (SRM)</li> </ul>								

**First Grade Specific**

- Multiple incidents of disruptive (EDR-worthy) behavior during the school day
- Walking out of class without permission.
- Tantrums of an extended nature or substantially disruptive to instruction (student may be escorted from class).
- Improper use of the internet/technology.
- Threatening anyone in words, looks, notes, or actions, directly or through another means (including off-campus cyber-bullying or cyber sexual-harassment).
- Graffiti or mild defacement of school property.
- Using curse words/obscene gestures or drawings/hurtful language (i.e., derogatory insults against race, nationality, sexuality, etc.).
- Spitting/roughhousing/horseplay and not keeping hands to yourself
- Throwing objects that can injure (whether intentional or not)
- Destruction of computers (or other technology) due to behavior (along with payment of replacement cost)
- Academic Dishonesty (Cheating or plagiarism - major projects, tests, or exams.). Student will also earn a 0% (zero) for the grade.

**Second and Third Grade Specific**

- Out of assigned area/Skipping Class
- Leaving class without permission or leaving the school property without an approved chaperone or the explicit permission of the Principal.
- Graffiti or mild defacement of school property
- Using curse words/obscene gestures or drawings/hurtful language (i.e., derogatory insults against race, nationality, sexuality).
- Failure to follow safety instructions (e.g., talking during a fire drill).
- Spitting/roughhousing/horseplay and not keeping hands to yourself.
- Taking/stealing the property of another community member.
- Threatening anyone in words, looks, notes, or actions, directly or through another means (including off-campus cyber-bullying or cyber sexual-harassment).
- Tantrums or significantly disruptive behavior to the learning environment, of an extended nature, (student may be escorted from class).

**Kindergarten and First Grades**

- End of Day Reflection (EDR)

**Second and Third Grades**

- In Class Suspension (ICS) which includes Detention (DTN) or Extended Detention with Community Restoration (CRT)

	<ul style="list-style-type: none"> <li>• Failure to communicate with staff about a situation that impacts the safety of the DC Prep community, specifically related to drugs, weapons, alcohol or other unsafe behaviors.</li> <li>• Possession and distribution of any form of pornography or drawings of a explicit or violent nature.</li> <li>• Open defiance or extreme disrespect for adult authority</li> <li>• Destruction or serious defacement of school or private property (including Chromebooks and other electronic devices).</li> <li>• Academic Dishonesty (Cheating or plagiarism - major projects, tests, or exams.). Student will also earn a 0% (zero) for the grade.</li> <li>• Two (2) or more detentions</li> </ul>	
<p><b>Tier 4</b></p>	<p><b>Multiple Tier 4 behaviors within the same class or school day may result in a higher level infraction. Decisions are made based on frequency, intensity and/or severity of behaviors.</b></p> <p><b>Early Childhood Specific</b></p> <ul style="list-style-type: none"> <li>• Repeated incidents of physical contact with the teacher (i.e., hitting, biting, kicking, etc.)</li> <li>• A pattern of extreme or aggressive emotional outburst/tantrums</li> </ul> <p><i>The frequency and intensity of behavior is considered when applying these consequences.</i></p> <p><b>Kindergarten and First Grade Specific</b></p> <ul style="list-style-type: none"> <li>• Repeatedly disruptive behavior in the classroom environment with support</li> <li>• Using curse words/obscene gestures or drawings/hurtful language (i.e., derogatory insults against race, nationality, sexuality, etc.).</li> <li>• Graffiti or mild defacement of school property.</li> <li>• Throwing objects that can injure (whether intentional or not)</li> <li>• Destruction of computers (or other technology) due to behavior (along with payment of replacement cost).</li> <li>• Walking out of class without permission.</li> <li>• Tantrums of an extended nature or substantially disruptive to instruction (student may be escorted from class).</li> </ul> <p><b>Second and Third Grade Specific</b></p> <ul style="list-style-type: none"> <li>• Fighting (<i>as participant or instigator</i>), including punching, slapping, scratching and wrestling</li> <li>• Threatening anyone in words, looks, notes, or actions, directly or through another means (including off-campus cyber-bullying or cyber sexual-harassment)</li> </ul>	<p><b>Consequences:</b></p> <p><b>All Grades</b></p> <ul style="list-style-type: none"> <li>• Student Reflection Meeting (SRM)</li> <li>• Community Restoration Assignment/ Time</li> </ul> <p style="text-align: center;">And/ Or</p> <p><b>Kindergarten and First Grades</b></p> <ul style="list-style-type: none"> <li>• End of Day Reflection (EDR)</li> </ul> <p><b>Second and Third Grades</b></p> <ul style="list-style-type: none"> <li>• In Class Suspension (ICS) which includes Detention (DTN) or Extended Detention with Community Restoration (CRT)</li> </ul> <p><i>The Parent, one teacher and dean and/or Principal meet the same day or next day to discuss the student's behavior, factors</i></p>

	<ul style="list-style-type: none"> <li>Racism, sexual harassment, bullying, or any other such oppressive behavior that causes, attempts to cause, or threatens to cause bodily injury or emotional distress</li> </ul>	<i>contributing to the behavior and to create an action plan for home and school.</i>  <b>Administrator Assigned only</b>
<b>Tier 5</b>	<p><b>Level 5 behaviors/behaviors result in a Suspension</b></p> <p><b>All Grades</b></p> <ul style="list-style-type: none"> <li>A pattern or extreme or aggressive emotional outbursts and/or repeated incidents of physical contact (i.e., hitting, biting, kicking, etc.) that cause or attempt to cause bodily injury or emotional distress to another Preppie or the teacher.</li> <li>A pattern of behaviors related to racism, sexual harassment, bullying, or any other such oppressive behavior that causes, attempts to cause, or threatens to cause bodily injury or emotional distress</li> <li>Any communicated threat or action that involves the bodily injury or emotional distress of the school community (i.e., results in use of emergency procedures/school lockdown and/ or involvement of first responders).</li> </ul>	<p><b>Suspension</b></p> <p><b>Administrator Assigned only</b></p>
<b>Tier 6</b>	<p><b>Level 6 behaviors may result in an Expulsion Recommendation</b></p> <ul style="list-style-type: none"> <li>Breaking any DC or Federal law.</li> </ul>	<p><b>Expulsion Recommendation</b></p> <p><i>Discipline Review Hearing will occur anytime an Expulsion Recommendation is issued</i></p> <p><b>Administrator Assigned only</b></p>

**All consequences are at the discretion of the administration.**

**Student with Disabilities**

Students with disabilities are held to the same behavioral expectations and disciplinary procedures as their non-disabled peers, taking into account the protections provided by IDEA.

### **Inappropriate Touch**

Creating a safe school environment where all students feel safe is of the utmost importance. We teach students to respect themselves and their classmates and that all students have the right to set limits about their bodies. If a child touches another child in a way that makes him/her uncomfortable, we teach our students to say no, ask them to stop, and we expect that the other child will listen. If the behavior continues to happen, we teach our students to get help from an adult. A parent meeting may be scheduled with an administrator to establish a plan of support and address the behavior. There are certain behaviors we deem wholly inappropriate including: kissing on the lips, laying on top of each other, removing undergarments in class, showing each other bathing suit-covered body parts, etc.). Students demonstrating these behaviors will be addressed and redirected by the teacher and Support Coordinator.



**DC PREP MIDDLE CAMPUS CODE OF CONDUCT (4<sup>TH</sup>-8<sup>TH</sup> GRADES)**

Tier	Behaviors	Supports/ Consequence						
Tier 1	<p><b>Multiple Tier 1 behaviors within the same class or school day may result in a higher level infraction.</b> Off-task behaviors/minor disruptions to the learning environment (i.e., talking in class, out of seat, making noises, calling out, etc.).</p>	<p><b>Classroom Based Supports</b></p> <ul style="list-style-type: none"> <li>• Re-Teaching</li> <li>• Re-Direction</li> <li>• Reflection</li> <li>• Planned Teaching</li> <li>• Reminders</li> <li>• Corrective Teaching</li> </ul> <p><b>Consequences</b></p> <ul style="list-style-type: none"> <li>• Deduction</li> </ul>						
Tier 2	<p><b>Multiple Tier 2 behaviors within the same class or school day may result in a higher level infraction.</b></p> <ul style="list-style-type: none"> <li>• Tardy to school (<i>after 2<sup>nd</sup> tardy, students receive an immediate detention each time they are late; this is reset quarterly</i>).</li> <li>• Uniform violations (i.e., unapproved shoes or missing belt) (<i>after 2<sup>nd</sup> occurrence, students receive an immediate detention for each subsequent violation; this is reset quarterly</i>)</li> <li>• Not following adult instructions with multiple redirections or multiple off task disruptions</li> <li>• Tardy to class (<i>includes being late because of bathroom breaks, lost notes, etc.</i>).</li> <li>• Hurtful language/teasing/name calling (i.e., stupid, dumb, fat, stinky, ugly, etc.).</li> <li>• Intentionally lost or damaged Prep Note.</li> <li>• Improper use of the internet/technology.</li> <li>• Chewing gum or candy in class.</li> <li>• Use or possession of cell phones/toys/other electronic devices with wireless capability that can be used for playing games, accessing social media, making phone calls, sending texts, etc. in school outside of a student’s locker (e.g., phones, PDAs, iPods, video games, PSPs, CD players, MP3 players, watches that function as phones, etc.).</li> </ul>	<p><b>Possible Supports</b></p> <ul style="list-style-type: none"> <li>• Peer Mediation</li> <li>• Family Communication/ Meeting</li> <li>• Student Meeting</li> <li>• Skills Teaching</li> <li>• Re-teaching, Re-Direction, Reflection, Corrective Teaching</li> </ul> <p><b>Consequences:</b> Detention</p> <table border="1" data-bbox="1170 1472 1393 1831"> <tbody> <tr> <td data-bbox="1170 1472 1263 1591">Mo n</td> <td data-bbox="1263 1472 1393 1591">4:00- 4:30p m</td> </tr> <tr> <td data-bbox="1170 1591 1263 1711">Tue s</td> <td data-bbox="1263 1591 1393 1711">4:00- 4:30p m</td> </tr> <tr> <td data-bbox="1170 1711 1263 1831">We d</td> <td data-bbox="1263 1711 1393 1831">2:00- 2:30p m</td> </tr> </tbody> </table>	Mo n	4:00- 4:30p m	Tue s	4:00- 4:30p m	We d	2:00- 2:30p m
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Thu	4:00-4:30pm					
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<b>Tier 3</b>	<p><b>Multiple Tier 3 behaviors within the same class or school day may result in a higher level infraction. Students who are unsuccessful after multiple (2 or 3 days) of ICS will serve Extended Detention and participate in Community Restoration Time to complete a Community Restoration Assignment.</b></p> <ul style="list-style-type: none"> <li>• Out of assigned area/Skipping Class</li> <li>• Leaving class without permission or leaving the school property without an approved chaperone or the explicit permission of the Principal.</li> <li>• Graffiti or mild defacement of school property</li> <li>• Using curse words/obscene gestures or drawings/hurtful language (i.e., derogatory insults against race, nationality, sexuality).</li> <li>• Failure to follow safety instructions (e.g., talking during a fire drill).</li> <li>• Spitting/roughhousing/horseplay and not keeping hands to yourself.</li> <li>• Taking/stealing the property of another community member.</li> <li>• Threatening anyone in words, looks, notes, or actions, directly or through another means (including off-campus cyber-bullying or cyber sexual-harassment).</li> <li>• Tantrums or significantly disruptive behavior to the learning environment, of an extended nature, (student may be escorted from class).</li> <li>• Failure to communicate with staff about a situation that impacts the safety of the DC Prep community, specifically related to drugs, weapons, alcohol or other unsafe behaviors.</li> <li>• Possession and distribution of any form of pornography or drawings of a explicit or violent nature.</li> <li>• Open defiance or extreme disrespect for adult authority</li> <li>• Destruction or serious defacement of school or private property (including Chromebooks and other electronic devices).</li> <li>• Two (2) or more behavior detentions</li> <li>• Multiple instances of cell-phone use during the school day (note: may require parent to pick-up cell phone)</li> </ul>	<p><b>Possible Supports</b></p> <ul style="list-style-type: none"> <li>• Peer Mediation</li> <li>• Restorative Work/ Meeting</li> <li>• Family Communication/ Meeting/ Shadow</li> <li>• Behavior Contract</li> <li>• Counselor Support</li> </ul> <p><b>Consequences</b></p> <p><b>In Class Suspension (ICS) (ICS includes Detention or Extended Detention)</b></p> <p><b>Extended Detention</b> Wed. 2:30-3:00pm Friday 4:30-5:00pm</p> <p><b>Community Restoration Time</b> Wed: 3:00-4:00pm Friday 4:30-5:00pm</p> <p><b>Behavior Contract</b></p>				
<b>Tier 4</b>	<p><b>Multiple Tier 4 behaviors within the same class or school day may result in a higher level infraction. Decisions are made based on frequency, intensity and/or severity of behaviors.</b></p>	<p><b>Suspension</b></p>				

	<ul style="list-style-type: none"> <li>• Any of the behaviors (outlined in this section) that repeatedly occur off school grounds or outside regular school hours that causes, attempts to cause or threatens to cause bodily injury or emotional distress</li> <li>• Fighting (<i>as participant or instigator</i>), including punching, slapping, scratching, wrestling, and other seriously dangerous and potentially injurious behaviors.</li> <li>• Any pattern of behaviors involving racism, sexual harassment, bullying, or any other such oppressive behavior that causes, attempts to cause, or threatens to cause bodily injury or emotional distress</li> </ul>	<p><i>(Administrator Assigned only)</i></p> <p><b>Community Restoration Assignment/ Time</b></p> <p><b>Student Reflection Meeting (SRM)</b></p> <p><b>Behavior Contract</b></p> <p><i>The Parent, one teacher and dean and/or Principal meet the same day or next day to discuss the student's behavior, factors contributing to the behavior and to create an action plan for home and school.</i></p>
<p><b>Tier 5</b></p>	<p><b>Level 5 behaviors/behaviors result in an Expulsion Recommendation</b></p> <ul style="list-style-type: none"> <li>• Any of the behaviors (outlined in this section) that repeatedly occur off school grounds or outside regular school hours that involve causing, attempting to cause, or threatening to cause bodily injury or emotional distress</li> <li>• Any communicated threat or action that involves the bodily injury or emotional distress of the school community (i.e., results in use of emergency procedures/school lockdown and/ or involvement of first responders).</li> <li>• Breaking any DC or Federal law. <ul style="list-style-type: none"> <li>○ Possesses a firearm, knife, razor blade, or any dangerous object with no reasonable use to the student in school, in a manner that causes a disruption to the learning environment or endangers school safety.</li> <li>○ Committing or attempting to commit arson.</li> <li>○ Selling, transferring, using, or possessing alcohol or other controlled substances.</li> <li>○ Possession, sale, or use of a facsimile of a weapon or of a simulated controlled substance with the intention of threatening or deceiving others.</li> <li>○ Assault of a sexual nature.</li> </ul> </li> </ul>	<p><b>Expulsion Recommendation</b></p> <p><i>(Discipline Review Hearing will occur anytime an Expulsion Recommendation is issued)</i></p>

*All consequences are at the discretion of the administration.*

Students with disabilities are held to the same behavioral expectations and disciplinary procedures as their non-disabled peers, taking into account the protections provided by IDEA.

## **COMMUNITY EXPECTATIONS & ANTI-BULLYING POLICY**

A shared sense of responsibility toward our community helps to ensure that the highest level of learning takes place at DC Prep. The following guidelines have been established to minimize distractions while at school, protect students' individual property, and maintain the highest level of safety at all times. Careful attention to these community norms allows us to accomplish our educational mission.

### **Disrespect/Other Violations**

Everyone in the DC Prep community – students, family members, and staff – is expected to act in a civil manner at all times, both on campus and at any time they are participating in a DC Prep activity. This expectation extends to language, gesture, and deed. Rude or disruptive behavior and unsafe or irresponsible activity are directly contradictory to the values of our community. The following behaviors – stealing, cheating, plagiarism, lying, rudeness or direct disobedience, vandalism, and physical abuse of another person – are especially contradictory to DC Prep's values and will result in a disciplinary action in accordance with the guidelines of each campus.

### **Harassment Policy**

DC Prep is committed to having a positive learning and working environment for all students and employees. Any conduct that creates an intimidating, hostile, or offensive work, learning, or social environment is not acceptable. DC Prep will not tolerate harassment on the basis of race, color, gender, disability, religion, national origin, sexual orientation, or age. This includes bullying behavior and sexual harassment of any nature. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, or any other verbal or physical conduct of a sexual nature, which alters the learning and/or working environment for students or teachers. DC Prep's harassment policy rules apply to email correspondence as well. Harassment of any nature may be regarded as a violation of DC Prep's Code of Conduct and will be addressed accordingly.

### **Bullying Prevention**

DC Prep is committed to ensuring that our schools are safe and effective learning environments, free from bullying and other harmful and disruptive behavior. DC Prep is committed to the prevention of bullying and creating an emotionally and physically safe school environment where all members of the community feel welcomed, safe and respected.

“Bullying”<sup>1</sup> means any severe, pervasive, or persistent act or conduct, whether physical, electronic or verbal that

- A. May be based on a student's actual or perceived race, color, ethnicity, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression,

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<sup>1</sup> Adopted by DCPS from definition provided in the Youth Bullying Prevention Policy Act 2012

intellectual ability, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, place of residence or business, or any other distinguishing characteristic, or on a student's association with a person, or group with any person, with one or more of the actual or perceived foregoing characteristics; and

- B. Shall reasonably predicted to:
- a. Place a student in reasonable fear of physical harm to his or her person or property;
  - b. Cause a substantial detrimental effect on the student's physical or mental health;
  - c. Substantially interfere with the student's academic performance or attendance;
  - d. Substantially interfere with the student's ability to participate in or benefit from school activities or services; or
  - e. Materially and substantially disrupts the education process or the orderly operation of a school.

Bullying also occurs when a student or group of students organize a campaign against another student or when a student or group of students maliciously spread rumors about another student. In most circumstances, Bullying does not include a mutual fight between two students who are angry with each other. Such fights are subject to discipline according to the DC Prep Code of Conduct.

Bullying can also include Cyber Bullying – Bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messaging, text messages, and Internet postings. Electronic communication – the use of the Internet and mobile technology such as web pages, discussion groups such as instant messaging, SMS text, Instagram, or Facebook with the intent of intimidating, harassing, or harming another person.

DC Prep aims to prevent bullying through promotion of positive and productive school culture to build safe, healthy and supportive learning environments for all students free from bullying. This approach includes professional development and staff training to cultivate positive school culture and healthy relationships as well as processes to intervene with students and administer consequences when necessary. Incidents of bullying are investigated using our Office Referral process. Supports and responses are determined according to our processes and adherence with our Code of Conduct. This means that we will follow our structured investigative process for any infraction or allegation, document using our investigative processes and tracking forms, and issue consequences based on our Code of Conduct.

## (From Part 1: Family Handbook)

### Attendance and Punctuality

DC Prep expects that each DC Preppie will attend school, on time, every day – those are the first steps to ensuring academic success. DC Prep’s curriculum is fast-paced and ambitious, and students quickly fall behind when they are absent. *Only cases of illness and family emergency should prevent a child from attending school or completing his/her academic obligations.*

Attendance and punctuality are responsibilities to which we hold all students accountable. We reinforce the importance of regular student attendance by constantly communicating the message to students that school and education are vitally important to their future. Our goals for student attendance and punctuality are:

Grade Levels	Attendance	Punctuality
Preschool and Pre-K	92% or higher	90% or higher
Kindergarten – 3 <sup>rd</sup>	95% or higher*	90% or higher
4 <sup>th</sup> – 8 <sup>th</sup>	95% or higher*	95% or higher

To achieve a 95% attendance rate, a student can miss no more than seven days of school.

Never miss school for appointments. It is the parent’s responsibility to schedule medical and other appointments outside of school time. Wednesday afternoons are best since school is dismissed at 2:00 PM that day. On the rare occasion when a child has a medical appointment during the school day, s/he should not be absent for the entire day.

A comprehensive description of DC Prep’s Attendance Policy is presented in the Administrative Policies and Procedures section. Be sure to read the policy thoroughly as you are responsible for complying with it<sup>2</sup>.

**ALL ABSENCES – “EXCUSED” OR “UNEXCUSED” ARE CONSIDERED ABSENCES.**

#### What Do I Do When My Child is Absent?

- For your child’s protection, you must call the school before 8:00 AM to report your child’s absence. Please call the school each day your child is absent due to illness.
- You must explain *in writing* the reason for your child’s absence within **48 hours** of the student’s return to school.
- Any absence of five (5) consecutive days or more requires a doctor’s note, as does an absence for medical appointments during the school day.

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<sup>2</sup> DC Prep is bound by Chapter A-21 of Title 5 of the District of Columbia Municipal Regulations (DCMR), **Compulsory Education and School Attendance**. We are held accountable to the Office of the State Superintendent of Education (OSSE) and are overseen by the DC Public Charter School Board (PCSB) for attendance and truancy matters. DC Prep also publishes its accountability report with the city and annually checks in with the chartering authority on schools’ progress on our performance objectives, of which attendance is included. The PCSB’s Performance Management Framework for all of DC Prep’s campuses includes attendance measures.

## **Punctuality**

Getting to school on time is key to every child's success. At DC Prep, every minute counts. Your child will miss valuable learning time if s/he is tardy. All campuses open for breakfast at 7:30 AM. Students should arrive at school no later than 7:45 AM and will be marked tardy if they are not seated in their classrooms, organized for the day, and ready to learn by 8:00 AM. A common DC Prep saying is, "Remember: If it's 8, you're late!"

If students present officially documented appointments (on letterhead) like early morning medical appointments, a court appearance or another official appointment, their late arrival will be noted as an excused tardy. Some typical situations that are **NOT** excused include traffic, car troubles, oversleeping, child-care complications, public transportation delays, and un-documentable family emergencies.

## **(FROM PART 2: Administrative Policies and Procedures)**

### **Section 2: Attendance**

<b>All Absences - "Excused" or "Unexcused" are Considered Absences.</b>
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#### **Excused Absences**

The following circumstances will be considered excused absences with a valid excuse note:

- Illness of the student.
- Documented (on letterhead) medical or dental appointments for the student.
- A death in the student's immediate family.
- The closing of school by city authorities
- Necessity for the student to attend a judicial procedure.
- Observation of a religious holy day.
- Failure of the District of Columbia to provide transportation in cases where DC has a legal responsibility for the transportation of the student.
- Exclusion, by direction of the authorities of the District of Columbia, due to quarantine, contagious disease, infection, infestation, or other condition requiring separation from other students for medical or health reasons.
- Other absences approved in advance by the principal upon the written request of the parent/guardian.

When a student returns to school after an absence of 1-4 days, a valid excuse note must be sent with the student to the front-desk within 48 hours. The excuse note should include:

- The student's full name; Date(s) of the absence(s);
- The reason for the absence(s); and
- A parent/guardian's signature.

Absences of five (5) or more days, and any subsequent absences related to illness, generally require a doctor's certificate unless an exception is otherwise allowed. A doctor's certificate should also be provided for medical appointments scheduled during the school day.

Student absences due to suspension are treated the same as excused absences.

### **Unexcused Absences**

If a student is absent from school, we require a note explaining the absence. If a student does not have a note, or the note is not in compliance with the DC Compulsory Attendance Act, the absence will be considered unexcused. Daily attendance is required for student participation in school-sponsored field trips, end of year trips, and off-site school sponsored or approved activities during a regularly-scheduled school day. When we observe that students are developing a poor attendance record (punctuality or absences), we will intervene with supports and consequences as tools for improvement. One of those consequences is exclusion from non-academic activities until DC Prep and the child's family can work more effectively together for improvement. We want to support the child's family in removing the barriers that prevent regular and/or punctual school attendance. If *at any time* however, educational neglect is suspected, we immediately notify the appropriate authorities.

### **Early Dismissal**

Students are expected to stay in school until the end of the school day (4:00PM on Mondays, Tuesdays, Thursdays, and Fridays, and 2:00PM on Wednesdays). Students who leave school two hours before dismissal (or arrive two hours after school has begun) are considered Half-Day Absences. Preppies with medical or dental appointments that require early dismissal should bring a note into school the following morning and submit it to the campus Operations Assistants.

An early dismissal will be treated as a tardy, and six early dismissals/tardies will be equivalent to one absence. If a parent sends in a doctor's note (or other official documentation, like a court appointment), the early dismissal can be excused. Similar to punctuality, early dismissal may prevent students from earning a variety of DC Prep incentives.

### **Supporting Chronic Absences**

- **Five Absences in a Quarter:** Discuss with Dean of Student Support/ Early Childhood Support Coordinator to develop an action plan.
- **Ten Absences in a Quarter:** Child may be placed on an Attendance Contract and Support Plan.
  - **At 10 unexcused absences, the family is reported for Educational Neglect to Child and Family Services Agency (CFSA) and is considered truant according to DC Law.**
- **Seventeen Absences in a Year (excused and unexcused):** Child may not be promoted to next grade level.

### **Truancy**

Truancy is defined as any school-age child (ages 5-18) with 10 unexcused absences at any time during the school year. No later than two (2) days after the accrual of multiple absences as described above, truant students are reported to the:

- District of Columbia Child and Family Services Agency (CFSA);

- Office of the Attorney General, *depending on student's age*; and
- Court of Social Services, Superior Court of the District of Columbia, *depending on student's age*.

### Tracking attendance

DC Prep is required by law to keep an accurate, daily record of the attendance of all students. Our records are also subject to inspection at any time by the PCSB, OSSE, or other government entities. Teachers take attendance in their homerooms each day by 8:00 AM, *without exception*. After 8:00 AM, the campus Operations Assistants track student tardies and excused absences. Students who leave school before dismissal time must sign out in the Early Dismissal Log. These records, log entries, and student enrollment information, are maintained in PowerSchool.

### Section 3: Late Pick-Ups

When students have not been picked up at dismissal from the regular school day or aftercare, we will follow the process described below.

- School staff will attempt to contact a student's parent/guardian if a student is left on campus after dismissal ends and the parent has not notified the school. Staff may also contact the student's emergency contacts.
- DC Prep does not have the staffing capacity to safely escort individual students out of the building to designated locations, including into vehicles for ride-sharing services.
- A parent/guardian (or authorized individual, in accordance with DC Prep's Student Release Policy) who comes to pick up a student after the end of dismissal must complete a late pick-up form and confirm submission with the staff member supervising their student before leaving campus.
- If a parent/guardian declines to complete the late pick-up form, the staff member supervising the student may complete the form on the parent/guardian's behalf. The information submitted in this late pick-up form will be kept by the school as a record of the late pick-up. The form will collect the following information:
  - Name of the parent/guardian who picked up the student
  - Name of the student picked up late
  - Date and time of the late pick-up
  - Reason why the student was picked up late
- If a student is still on campus more than an hour after dismissal from the school day or aftercare, and school staff members have not been able to reach the student's parents/guardians, family members, or any of the student's emergency contacts in accordance with the above guidelines, DC Prep staff must assume that the family has suffered an emergency. The Principal or another designated member of the school leadership team may then contact CFSA or the local police. The Principal or designee may release the student to an authorized individual, CFSA, or the police department.
- DC Prep will follow a tiered structure of interventions/consequences for families who persistently pick-up their students late, as described below. Any late pick-up scenarios not explicitly described in this structure may be addressed at the discretion of the Principal.

Late Pick-up (each occurrence)	Parent/guardian must complete the electronic late pick-up form before leaving campus with the student.
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Recurring Late Pick-Up (three occurrences)	Parent/guardian must attend a meeting with the school Operations Manager to review late pick-up data and create a verbal agreement and plan to prevent late pick-ups in the future. The school administrator may refer the family to local counseling or truancy resources.
Habitual Late Pick-Up (five occurrences)	A letter will be sent home to the student's parent/guardian specifying the date, time, and location of a meeting with a school Principal and Operations Manager. The parent/guardian must attend the meeting with the school administrators and sign an agreement to pick up their student on time.
Chronic Late Pick-Up (more than five occurrences)	Parent/guardian may become subject to an intervention workshop with the one or more members of the school leadership team. In certain extreme circumstances, DC Prep may also contact CFSA or the police, at the discretion of the Principal.

## Complaint Resolution Procedures

Families may occasionally need to raise a problem or concern with DC Prep staff or, in certain instances, file a complaint with the organization. If that is the case, please thoroughly review and follow the steps outlined below. If you do not follow these steps in the order in which they are set out, you will be asked to go back to Step I, Step II, and/or Step III.

- **STEP I: Check the Family Handbook:** As an initial step, please refer to this Family Handbook to see if your concern or issue is addressed before reaching out to DC Prep staff.
- **STEP II: Communicate with Campus-Based Staff:** If you cannot find the answer in the Handbook, schedule an appointment via cell phone or email **directly** with the faculty or staff person with whom you need to share your concern. Please allow this individual 24 hours (during the school work week) to return your call or email.
- **STEP III: Contact Campus-Based Leadership:** If you need further assistance after talking with the teacher or staff member, please contact **your child's Principal** via email or phone.
- **STEP IV: Communicate with DC Prep's Home Office:** Only after meeting with the Principal, should you contact Katie Severn, the President and Chief Academic Officer of DC Prep (based in the Home Office). You may contact her via email at [ksevern@dcrep.org](mailto:ksevern@dcrep.org) or by phone at 202-635-4590.
- **STEP V: Contact DC Prep's Chief Executive Officer:** The final step would be to contact Laura Maestas, Chief Executive Officer, via email at [lmaestas@dcrep.org](mailto:lmaestas@dcrep.org) or by phone at 202-635-4590. **We anticipate that only a handful of concerns, if that many, should ever be referred to the CEO.**
- **STEP VI: Contact DC Prep's Board of Trustees:** In the event a complaint has not been resolved through the previous steps, please contact the Chair of DC Prep's Board of Trustees, Michela English, at [board.feedback@dcrep.org](mailto:board.feedback@dcrep.org).

## **Additional Information**

### **Notice of Nondiscrimination**

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"), and the Age Discrimination Act of 1975 ("The Age Act"), applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with DC Prep Public Charter School ("DC Prep") are hereby notified that DC Prep does not discriminate on the basis of race, color, national origin, sex, age, sexual orientation, or disability in admission or access to, or treatment or employment in, its programs and activities. Students, parents and/or guardians having inquiries concerning DC Prep's compliance with Section 504 or the ADA **as it applies to students or who wish to file a complaint regarding such compliance should contact:**

Senior Director of Student Support  
707 Edgewood Street, NE  
Washington, DC 20017  
202-635-4590

For inquiries or to file a complaint regarding DC Prep's compliance **with ADA, Section 504 as it relates to employees or third parties, and compliance with Title VI, Title IX, and the Age Act as it relates to students, employees and third parties contact:**

DC Prep Chief Operating Officer  
707 Edgewood Street, NE  
Washington, DC 20017  
202-635-4590

### **Notice of Procedural Safeguards**

Parents and guardians who want to learn more about their rights under Section 504 of the Rehabilitation Act can obtain a copy of their procedural safeguards from the Section 504 Coordinator:

Senior Director of Student Support  
707 Edgewood Street, NE  
Washington, DC 20017  
202-635-4590

### **Notice of Grievance Procedures**

Any person who believes that DC Prep has violated the regulations of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, Title VI, Title IX, and/or the Age Act may submit a complaint pursuant to DC Prep's Grievance Procedures. A copy of the grievance procedures can be obtained by request through:

Senior Director of Student Support                      or  
707 Edgewood Street, NE  
Washington, DC 20017  
202-635-4590

DC Prep Chief Operating Officer  
707 Edgewood Street, NE  
Washington, DC 20017  
202-635-4590

## Section 5: Access to Student Records

Per the Family Educational Rights and Privacy Act (FERPA), all student records are treated as confidential and kept under restricted conditions. Any parent noted on the child's enrolling birth certificate has full access to the child's record unless there is current, legal documentation on file at school stating that guardianship and/or educational rights over the child has been temporarily removed, restricted or revoked. Parents may request to review their child's records at any time, or to be informed of the information contained therein.

Student records include:

- Date(s) of enrollment.
- Current grade level assignment and date(s) of promotion to each grade level.
- Daily attendance.
- Daily absences with an explanation from parents/guardians.
- Date and brief description of communications with parents/guardians with regard to student attendance and absences, including the record of, or a cross-reference to, the record documenting:
  - Contact with parents/guardians or other primary caregivers; and
  - Interventions, services, and referrals related to absences.
- Date of withdrawal or transfer to another school, the name and location of the school to which a student transfers, and follow-up notation(s) to confirm the child's new placement.

Parents may request that DC Prep corrects records which they believe to be inaccurate or misleading. Parents may also request photocopies of their child's records, but files may not be removed from the school location where they are maintained. When requested by a parent, it may take up to 48 hours to get copies of the file(s).

DC Prep reserves the right to disclose student records without parental consent to the following parties:

- School officials (administrative or support staff) with legitimate educational interest (meaning the official needs to review an educational record in order to fulfill his or her professional responsibility);
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- For the purposes of directory information (defined below) with notification to parents of both what information is being shared and information on how parents can opt out;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State/local authorities, within a juvenile justice system, pursuant to specific State law.

DC Prep considers the following to be "directory information": student's name, address, telephone listing, electronic mail address, date of birth, dates of attendance, grade level, participation in officially recognized activities and sports, degrees/honors/awards received, student ID number. If you wish to opt out of your child(ren)'s directory information being shared, please email [ParentDataQuestions@dcprep.org](mailto:ParentDataQuestions@dcprep.org).

Families may occasionally need to file a FERPA complaint regarding the organization. If that is the case, complaints of alleged violations may be addressed to:

Family Policy Compliance Office

US Department of Education

400 Maryland Avenue, SW

Washington, DC 20202-5920