

DC Prep Student/Family Policies SY 2021-2022

Table of Contents

Discipline Policy.....	2
Attendance Policy.....	28
Grievance Procedures.....	31
Non-Discrimination Policy.....	32
Family Educational Rights and Privacy Act (FERPA) Notice.....	33
Enrollment Procedures (Admissions Preference).....	34

Discipline Policy

Code of Conduct: Community Commitments & Supports for a Positive School Culture

Providing students with authentic opportunities to develop social emotional skills within the context of a nurturing and supportive classroom and school community is at the heart of our mission as a school. We believe from PS – 8th grade our preppies are continuously growing their social emotional skills in self-awareness, self-management, social awareness, relationship skills and responsible decision making (our Core Prep Competencies). The 5 Steps of Prep Ed (noted above) outline the ways each teacher creates the conditions in their classroom for all students to thrive. This involves acknowledging student behaviors and providing corrective teaching to address behaviors that violate shared classroom and school expectations. Our focus is in using teachable moments for students to grow and develop by supporting them in authentic application of their social emotional skills.

Guidelines exist to outline student behaviors by severity, possible teacher actions to support positive behavioral change and consequences aligned to each tier. This framework exists to help label and identify the severity of behaviors across a school while leaving judgment to teachers and school leaders to evaluate the frequency and intensity of behaviors in order to determine appropriate supports and consequences. It is important that any teachers sharing the responsibility of teaching the same group of students take time to meet and reflect on student behaviors, supports and actions they can take to set all students up for success. That proactive work will ensure that teacher reactions to behaviors are aligned to the specific needs and best practices for each child's individual growth. While we do not expect each adult's response to be the same, we aim to have all responses drive toward the same goals for that child's social emotional development.

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.

4. **Classroom-based Supports and Responses** to provide students with opportunities to reflect on, practice and improve their behavior in order to meet **DC Prep Community Commitments**:

Classroom-based Responses and Supports	How Used
Planned Teaching of Prep Skills, Prep Expectations and Routines and procedures All Grade Levels	We integrate Planned Teaching 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 Routines and Procedures to support creating a productive and safe learning environment. The Core Prep Competencies we teach and embed into our daily lessons for students to practice and apply include: <ul style="list-style-type: none"> • Self-awareness • Self-management • Social Awareness • Relationship Skills • Responsible Decision Making
Praise, SHINE, Smiley Faces 😊, Additions (DC Prep \$\$)	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 praise 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 SHINE system, early elementary grade classrooms use happy faces (😊) and older grades use additions connected to a DC Prep “Bank Account”.
Redirection, reminders, and corrective teaching	Redirection, reminders, and corrective teaching are all strategies teachers use to support students in meeting the Community Commitments and receiving feedback in order to correct themselves when they are not meeting expectations. These can take many forms including individual Redirection (Ex- Jane, please remember to raise your hand instead of calling out), whole class

	<p>Reminders (Ex- I'm waiting for two students to sit crisscross applesauce on the rug), etc.</p> <p>Corrective Teaching 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"> • 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. • 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. • 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.
Classroom-based Responses and Supports	How Used
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 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</p>

	<p>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>
<p>“Talk it Out” Table and Mediations</p>	<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>
<p>Small Deal Square</p>	<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>

5. Outside the Classrooms Support and Responses

Administrators including Student Support Coaches 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.

Outside the Classrooms Support and Responses	How Used
Peer Mediation	<p>Peer Mediation is used more frequently in the upper grades and typically led by classroom teachers 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.</p>
<p>Community Restoration Time (CRT) and Community Restoration Assignments (CRA)</p>	<p>Community Restoration Time is an opportunity for students to get targeted support with a member of the leadership team based on their behavior. This support comes after a student has been assigned a general consequence and/or detention and reflects needing more targeted support to address need. If the need persists, the student is referred for a Tier 2 support rather than continuing to be assigned CRT.</p> <p>Community Restoration Assignments (CRAs) are typically administered by teachers 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 detention which is held daily for the first 30 mins after school.</p> <p>Examples of CRAs:</p> <ul style="list-style-type: none"> • Community Service <ul style="list-style-type: none"> ○ Directly with impacted teacher (i.e., help organize classroom with teacher at lunch, put a bulletin board together, etc.)

	<ul style="list-style-type: none"> ○ General (i.e., help sort books in library, help a teacher in a younger grade with something, etc.) • Apology (Written or verbal) <ul style="list-style-type: none"> ○ Should be completed by the end of the day after incident (so basically 24 hours). • A Prep Promise Statement/ Drawing/ Statement <ul style="list-style-type: none"> ○ 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. • A Prep Circle <ul style="list-style-type: none"> ○ SSC, Principal, Parent, Student, Impacted Teacher/Student circle up during a Student Reflection Meeting to discuss what happened. • Expanding Awareness and Prevention <ul style="list-style-type: none"> ○ 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
Outside the Classrooms Support and Responses	How Used
Office Referral	<p>When students have made poor choices in a classroom, they may receive an Office Referral and visit with the SSC or other school administrator. Office Referrals are meant to be a space for the students to reflect on their 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 teacher and/or SSC. The SSC or administrator decides on the appropriate supports and consequence(s) after meeting with the student.</p>
Student Reflection Meeting (SRM)	<p>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</p>

	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.
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6. 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 8th Grade. For details on the specific consequence ladder, see the Elementary- and Middle-specific Code of Conduct documents below.

Schoolwide Tiered Consequences	How Used
Time-Out <i>Early Childhood, Kindergarten, First Grade</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 debriefs with the student 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?”
Detention (DTN) <i>2nd through 8th Grade</i>	Students are assigned an afterschool detention and serve it that day or the following day. During detention, students write a reflection assignment or complete a task related to the reason why they are in detention. On Mondays, Tuesdays, Thursdays and Fridays, students serve detention from 3:45 - 4:15 PM. Due to the 2:00 PM early dismissal on Wednesdays, detention is held from 2:00-2:30 PM.
In Class Support (ICS) <i>2nd through 8th Grade</i>	Students are assigned ICS for behaviors that negatively impact the emotional or physical safety of another community member or for behaviors that are majorly disruptive to learning. ICS is intended to provide targeted support for individual students to address the immediate need. Students who are not successful on ICS are assigned an additional day.

<p>Suspension</p>	<p>Students who willfully cause, attempted to cause, or threaten to cause bodily injury or emotional distress to another person may be suspended.</p> <p>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.</p>
<p>Expulsion Recommendation</p>	<p>Violent or illegal actions or repeated major violations of the Code of Conduct may result in expulsion.</p>

A Note About Consequences:

We believe consequences that are logical and directly connect to a child's behavior can be a powerful way to respond when the behavior violates one of our community commitments. Consequences aim to help students develop an understanding of their action(s) and the impact on the community. When administered effectively, consequences are respectful of the child's dignity. They focus on the behavior as the problem rather than the child and make the child an equal partner in resolving the issue and learning from it.

How consequences are administered is very important. A teacher's tone, from reflective and calm to angry and punitive, relays the message about the teacher's confidence in the student to resolve the issue. When teachers, students and families hold a shared belief that reflection and practice help students in adjusting behavior, all parties are more likely to engage in that process productively. When using consequences, you must believe:

- Children are learners, always with opportunities for growth
- Mistakes are part of the learning process
- Relationships with and between the children in each classroom matter

Consequences should work toward changing behavior because they offer both a direct connection to the behavior and an opportunity for reflection. Consequences at DC Prep include:

- Clear communication with the student about the behavior that violated a community commitment
- A follow up response (activity, conversation, etc.) that addresses the violation (ie. returning a stolen item and apologizing in writing and in front of the class)
- Timely communication with students and families to ensure everyone has information
- Examples of consequences include: a phone call home, apology (written or verbal), peer mediation, reflection in circles, family meeting, family shadow day, loss of privilege, payment of damaged items, item confiscation (used as a last resort), detention, ICS, etc.

There are some responses to behavior used as consequences that we do not condone at DC Prep:

- Withholding of food
- Loss of Recess (unless it is the result of something that happened during that recess and the student is excluded for the remainder of the block)

Community Commitments: To fulfill our mission, to do our shared work, to be the community we aim to be, we (adults and students) will:

- 7. Be Prepared:** I commit to showing up, ready to do my best work for myself and the people in our community – students, teachers, families, colleagues.
- 8. Be Safe:** I commit to caring for myself – physically, emotionally, and mentally – so that I can bring my best to all I do.

9. **Be Engaged:** I commit to be a learner, eager to push my thinking in both what I do and how I do it. I commit to take responsibility to solve challenges and am willing to tackle hard problems.
10. **Be United:** I commit to learn and problem-solve through a lens of community, considering how my actions impact others on our collective team.

Guidance on Student Behaviors, Supports & Consequences – Elementary: PS – 3rd Grade

Across all tiers, decisions made about consequences based on the frequency, intensity and/or severity of behaviors. **All consequences are at the discretion of the administration.** For more information on specific policies, including Bullying Prevention and Investigation and Student-on-Student Sexual Harassment refer to our website: www.dcprep.org. You may also request a copy of these policies at the front desk of any of our campuses.

Tier	Behaviors	Actions to Support Positive Behavioral Change	Consequence
1	<p>Multiple Tier 1 behaviors within the same class or school day may result in a higher-level infraction.</p> <ul style="list-style-type: none"> Off-task behaviors/minor disruptions to the learning environment (i.e., talking in class, out of seat, making noises, calling out, etc.) 	<ul style="list-style-type: none"> Re-Teaching Re-Direction Fresh Start/Reflection Small Deal Square Talk It Out Table Planned Teaching Reminders Corrective Teaching 	<p>EC – 1st Grade: Time Out or General Consequence</p> <p>2 – 3rd Grade: General Consequence (varies based on situation)</p>
2	<p>Multiple Tier 2 behaviors within the same class or school day may result in a higher-level infraction.</p> <p>Early Childhood Specific</p> <ul style="list-style-type: none"> Repeated time outs during the day requiring additional support. Significant tantrum (lasting 2 or more minutes without abatement). Physical behavior with another student or staff person 	<ul style="list-style-type: none"> Peer Mediation Family Communication/Meeting Student Meeting Skills Teaching Re-teaching, Re-Direction, Reflection, Corrective Teaching 	<p>EC – K: Time Out or General Consequence</p> <p>1st: General Consequence</p> <p>2/3: General Consequence or Detention</p>

	<ul style="list-style-type: none"> 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.). <p>K - 3</p> <ul style="list-style-type: none"> Failure to meet Prep Expectations with support Tantrums/crying, pouting, stomping feet for a short period of time (resolved in class). Throwing things in the classroom (i.e. paper, small items, etc.). Repeatedly off-task behavior in the classroom environment Hurtful language/teasing/name calling. (i.e., stupid, dumb, fat, stinky, ugly, etc.) Taking/ Stealing the property of another community member 		Family Conferences can be included any time deemed necessary given behaviors.
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**Tier 3:
SSC Involved in Follow Up For Behaviors & Support**

Tier	Behaviors	Actions to Support Positive Behavioral Change	Consequence
Tier 3	<p>Multiple Tier 3 behaviors within the same class or school day may result in a higher level infraction.</p> <p>Early Childhood Specific</p> <ul style="list-style-type: none"> Multiple tantrums within a day. 	<ul style="list-style-type: none"> Peer Mediation Family Communication/ Meeting Student Meeting Skills Teaching 	EC - 1st: General Consequence and Student Reflection Meeting



	<ul style="list-style-type: none"> • Behavior of a sexual nature. • Major disruption in the classroom. • Repeated usage of inappropriate language. • Destroying a peer's belongings. • Recurring physical behavior with another student or staff person <p>Kindergarten Specific</p> <ul style="list-style-type: none"> • Threatening anyone in words, looks, notes, or actions, directly or through another means • Taking/stealing the property of another community member • Spitting on another/roughhousing/hor seplay and not keeping hands to yourself <p>First Grade Specific</p> <ul style="list-style-type: none"> • Multiple incidents of disruptive behavior during the school day • Walking out of class without permission. • Tantrums of an extended nature or substantially disruptive to instruction • 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. 	<ul style="list-style-type: none"> • Re-teaching, Re-Direction, Reflection, Corrective Teaching • Behavior Contract • Counselor Support 	<p>2/3: General Consequence, Detention and optional (SSC assigned ICS or CRT)</p> <p>Family Conferences can be included any time deemed necessary given behaviors.</p>
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	<ul style="list-style-type: none"> • Using curse words/obscene gestures or drawings/hurtful language (i.e., derogatory insults against race, nationality, sexuality, etc.). • Spitting/roughhousing/hor seplay 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. <p>Second and Third Grade Specific</p> <ul style="list-style-type: none"> • 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). 		
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	<ul style="list-style-type: none"> • Spitting/roughhousing/hor seplay 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 • 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. • Possession and distribution of any form of pornography or drawings of a explicit or violent nature. • Open defiance or extreme disrespect for adult authority • Destruction or serious defacement of school or private property (including Chromebooks and other electronic devices). • Academic Dishonesty (Cheating or plagiarism - major projects, tests, or exams.). Student will also earn a 0% (zero) for the grade. 		
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Tier 4:
Leader Assigned Only Consequences



Tier	Behaviors	Actions to Support Positive Behavioral Change	Consequence
Tier 4	<p>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.</p> <p>Early Childhood Specific</p> <ul style="list-style-type: none"> • Repeated incidents of physical contact with the teacher (i.e., hitting, biting, kicking, etc.) • A pattern of extreme or aggressive emotional outburst/tantrums <p>Kindergarten and First Grade Specific</p> <ul style="list-style-type: none"> • Repeatedly disruptive behavior in the classroom environment with support • Using curse words/obscene gestures or drawings/hurtful language (i.e., derogatory insults against race, nationality, sexuality, etc.). • Graffiti or mild defacement of school property. • Throwing objects that can injure (whether intentional or not) • Destruction of computers (or other technology) due to behavior (along with payment of replacement cost). • Walking out of class without permission. • Tantrums of an extended nature or substantially 	<ul style="list-style-type: none"> • Peer Mediation • Family Communication/ Meeting • Student Meeting • Skills Teaching • Re-teaching, Re-Direction, Reflection, Corrective Teaching • Behavior Contract • Counselor Support 	<p>EC - 1: Student Reflection Meeting</p> <p>2/3: Detention, ICS or CRT</p> <p style="text-align: center;"><u>AND</u></p> <p>Student, Family, Teacher & SSC Meet for a Student Reflection Meeting (<i>This meeting must include the creation of an action plan for the student</i>)</p>

	<p>disruptive to instruction</p> <p>Second and Third Grade Specific</p> <ul style="list-style-type: none"> • Fighting (<i>as participant or instigator</i>), including punching, slapping, scratching and wrestling • Racism, sexual harassment, bullying, or any other such oppressive behavior that causes, attempts to cause, or threatens to cause bodily injury or emotional distress 		
<p>Tier 5: Leader Assigned Only Consequences</p>			
Tier	Behaviors	Actions to Support Positive Behavioral Change	Consequence

Tier 5	<p>All Grades</p> <ul style="list-style-type: none"> • 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. • 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 • 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). 	Need to engage leader right away	<p>Suspension</p> <p>Student, Family, Teacher & Dean Meet for a Student Reflection Meeting</p> <p>Leader Assigned only</p>
Tier 6	<p>Level 6 behaviors may result in an Expulsion Recommendation</p> <ul style="list-style-type: none"> • Breaking any DC or Federal law. 	Need to engage leader right away	<p>Expulsion Recommendation</p> <p><i>Discipline Review Hearing will occur anytime an expulsion recommendation is issued</i></p>

Guidance on Student Behaviors, Supports & Consequences – Middle: 4th – 8th Grade

Across all tiers, decisions made about consequences based on intent of the behavior as well as the frequency, intensity and/or severity of behaviors. **All consequences are at the discretion of the administration.** For more information on specific policies, including Bullying Prevention and Investigation and Student-on-Student Sexual Harassment refer to our website:

www.dcprep.org. You may also request a copy of these policies at the front desk of any of our campuses.

Tier	Behaviors	Actions to Support Positive Behavioral Change	Consequence
1	<p>Multiple Tier 1 behaviors within the same class or school day may result in a higher-level infraction.</p> <ul style="list-style-type: none"> • Off-task behaviors/minor disruptions to the learning environment (i.e., not following classroom instructions, lack of engagement in learning or classwork) • Failure to follow safety instructions during a fire or lockdown drill (Moved from Tier 3) • Chewing gum or candy in class (Moved from Tier 2) • 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.) (We moved possession language to Tier 1, but kept use to Tier 2) 	<ul style="list-style-type: none"> • Re-Teaching • Re-Direction • Reflection • Planned Teaching • Reminders • Corrective Teaching • Phone Call Home 	<p>4th – 8th Grade: General Consequence or Detention</p> <p>Family Conferences can be included any time deemed necessary given behaviors.</p>

2	<p>Multiple Tier 2 behaviors within the same class or school day may result in a higher-level infraction.</p> <ul style="list-style-type: none"> • Out of assigned area/Skipping Class • Not following adult instructions with multiple redirections or multiple off task disruptions • Tardy to class (<i>includes being late because of bathroom breaks, lost notes, etc.</i>). • Hurtful language/teasing/name calling (i.e., stupid, dumb, fat, stinky, ugly, etc.). • Improper use of the internet/technology. • Use 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.). • Academic dishonesty (cheating or plagiarism – major projects, tests, or exams). Student will also earn a 0% (zero) for the grade. 	<ul style="list-style-type: none"> • Peer Mediation • Family Communication / Meeting • Student Meeting • Skills Teaching • Re-teaching, Redirection, Reflection & Corrective Teaching • Phone Call Home 	<p>Individual teacher-student conference (equivalent of DTN)</p> <p>Teachers may assign a logical consequence in addition to the individual student-teacher conference.</p>
<p>Tier 3: SSC Involved in Follow Up For Behaviors & Support</p>			
Tier	Behaviors	Actions to Support Positive Behavioral Change	Consequence
3	Multiple Tier 3 behaviors within the same class or school day may	<ul style="list-style-type: none"> • Peer Mediation 	General Consequence,

	<p>result in a higher level infraction. Students who are unsuccessful after multiple (2 or 3 days) of Tier 3 Consequences will complete a Community Restoration Assignment.</p> <ul style="list-style-type: none"> • 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 • Spitting/roughhousing/hors eplay 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). • Failure to communicate with staff about a situation that impacts the safety of the DC Prep community, specifically related to drugs, weapons, 	<ul style="list-style-type: none"> • Restorative Work/ Meeting • Family Communication / Meeting/ Shadow • Behavior Contract • Counselor Support 	<p>Detention and optional (SSC assigned ICS or CRT)</p> <p>Family Conferences can be included any time deemed necessary given behaviors.</p>
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	<p>alcohol or other unsafe behaviors.</p> <ul style="list-style-type: none"> • Possession and distribution of any form of pornography or drawings of a explicit or violent nature. • Destruction or serious defacement of school or private property (including Chromebooks and other electronic devices). • Multiple instances of cell-phone use during the school day (note: may require parent to pick-up cell phone) • An instance 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 		
Tier 4: Leader Assigned Only			
Tier	Behaviors	Actions to Support Positive Behavioral Change	Consequence
4	<p>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.</p> <ul style="list-style-type: none"> • 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 • Fighting (<i>as participant or instigator</i>), including 	Need to engage leader right away	<p>Leader Assigned Only</p> <p>All: Student Reflection Meeting (SRM)</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>punching, slapping, scratching, wrestling, and other seriously dangerous and potentially injurious behaviors.</p> <ul style="list-style-type: none"> 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 		<p>Additional Consequences Include:</p> <p>In Class Support</p> <p>Community Restoration Time</p> <p>Suspension</p>
Tier 5: Leader Assigned Only			
Tier	Behaviors	Actions to Support Positive Behavioral Change	Consequence
5	<p>Level 5 behaviors/behaviors result in an Expulsion Recommendation</p> <ul style="list-style-type: none"> 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 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). Breaking any DC or Federal law. <ul style="list-style-type: none"> Possesses a firearm, knife, razor blade, or any dangerous object with no reasonable 	<p>Need to engage leader right away</p>	<p>Expulsion Recommendation</p> <p><i>(Discipline Review Hearing will occur anytime an Expulsion Recommendation is issued)</i></p>

	<p>use to the student in school, in a manner that causes a disruption to the learning environment or endangers school safety.</p> <ul style="list-style-type: none"> ○ Committing or attempting to commit arson. ○ Selling, transferring, using, or possessing alcohol or other controlled substances. ○ Possession, sale, or use of a facsimile of a weapon or of a simulated controlled substance with the intention of threatening or deceiving others. ○ Assault of a sexual nature. 		
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Go Guardian Alerts

All DC Prep computers have software intended to provide our leadership team with flags should students access content deemed unsafe for our preppies. When these flags are received by SSCs they will communicate that information to families.

Virtual Code of Conduct

Students in the virtual learning program are expected to adhere to the same community commitments as all DC Prep students and can anticipate the same consequences should they violate those commitments. In the event of violations of community commitments, the Virtual School Leader will follow up. More information about the virtual school can be found in the Virtual School Handbook.

Suspension and Due Process Procedures

The decision to suspend a student will be made by the Principal. 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 Principal or their designee.

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 Principal or a designee 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 a designee 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 Principal or a designee the student may be suspended pending the results of the investigation. After the meeting with the student and any investigation, the Principal or a designee 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 Principal or a designee 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 a designee 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 Principal or a designee the student may be suspended pending the results of the investigation. After the meeting with the student and any investigation, the Principal or a designee 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 Principal or a 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 the decision maker to consider. The Principal or designee will act as an impartial decision maker for long term suspension recommendations. The impartial decision maker will be a different staff member than the staff member who collected and presented information about the incident. The Principal or designee 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 or designee will notify the parent in writing of the final determination.

At the Principal or designee'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 are 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 student consistently struggle with the behavioral expectations of DC Prep, the student may participate in the pre-expulsion process.

The Pre-Expulsion process includes:

11. A conference attended by the Principal or designee. 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).
12. 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.
13. A follow-up conference at the end of the pre-expulsion period.
14. The terms of the pre-expulsion period are as follows:
 - The probationary period is at minimum four (4) weeks.
 - 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 student 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 Principal or designee 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 designee 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 Principal the student may be suspended pending the results of the investigation. After the meeting with the student and any investigation, the Principal or designee 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 Principal or designee'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 engage in the appeals process (*see below*).

Appeals Progress

Families and students have the right to appeal a suspension or expulsion. The appeals process is as follows:

1. **Submit request to appeal in writing within one school day** of being notified of the suspension. The written request should be submitted to a member of the academic leadership team.
2. DC Prep will attempt to **schedule the Appeal Hearing within three days** of receiving the written request to appeal. If the parent/guardian fails to appear for the scheduled Appeal Hearing, the right to appeal is waived, and the original disciplinary decision will stand.
3. DC Prep will **conduct the Appeal Hearing**. The student and his or her parents/guardians, the student's teachers (or representative from the teaching team), a Principal (or campus leader), a member of the Senior Academic Leadership team from the Home Office, and other school staff may be invited to participate in the Appeal Hearing as DC Prep sees fit. The Appeal Hearing may include the presentation of evidence, testimony, and questioning of those present. Appeal Hearings are closed to the public, cannot be video recorded under any circumstances, and can only be audio-recorded as required to provide accommodations pursuant to the Americans with Disabilities Act or Section 504 of the Rehabilitation Act. Requests to audio-record an Appeal Hearing must be submitted to a member of the academic leadership team no less than 48 hours before the hearing.
4. Following the Appeal Hearing, DC Prep will **communicate the final decision in writing within three school days** to the parent/guardian. A copy of this notification will be included in the student's cumulative file. The Appeal Hearing outcome notification will include the right to appeal and information regarding DC Prep's final appeal process.

If any short-term suspension, long-term suspension, or expulsion is upheld on appeal and the parent/guardian wants to request a final appeal, the final appeal process is as follows:

1. **Submit request to appeal in writing within three school days** of being notified of the appeal decision. The written request should be submitted to a member of the academic leadership team.
2. DC Prep will **review the evidence and testimony** from the original disciplinary decision and the Appeal Hearing. **The final decision will be communicated in writing within one week**. This decision will be final.

Attendance Policy

All Absences – “Excused” or “Unexcused” – are Considered Absences.

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, please send your child with a note. This note should be delivered to the front-desk within 48 hours and 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 note. 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, non-academic activities 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 contact your family to determine how we can work together to address the concern. We want to support you with any barriers that prevent regular and/or punctual attendance.

Early Dismissal

Students are expected to stay in school until the end of the school day. 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.

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 certain DC Prep incentives.

Supporting Chronic Absences

- **Five Absences in a Quarter:** Discuss with Student Support Coach 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, a child is considered truant according to DC Law and we are required by law to contact the Child & Family Services (CFSA)*
- **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. Attendance will be taken on campus by teachers in their homerooms each morning. The campus Operations Team tracks student tardies and excused absences. Students who leave school before dismissal time must sign out in the Early Dismissal Log. These records and student enrollment information are maintained in PowerSchool. Attendance records for students who are participating in a virtual learning program are generated from logs of student usage of learning platforms. Students will be expected to attend all their synchronous lessons every day, signing in with their DC Prep-issued email address and password to the Google Meet class.

Absences due to Quarantine

Given the recent COVID-19 regulations, there is some specific guidance provided for Attendance as it relates to students required to quarantine as a result of students (1) receiving positive COVID-19 test results, (2) awaiting COVID-19 test results, and/or (3) adhering to citywide quarantine rules as a result of travel or exposure to COVID-19. Absences for students who are sick will follow the guidance above. In the event that a student is required to be absent as a result of quarantine, but otherwise able to participate in learning, the child may be considered “Virtual Present” under the following circumstances:

- the entire class is under quarantine along with the teacher who has flipped to providing virtual instruction
- an individual student participates in learning remotely by submitting classwork via SeeSaw or Google Classroom and/or communicating with the teacher to communicate what was accomplished/ worked on during the virtual day

These specific cases are subject to change per guidance from the city, OSSE or updated thinking from DC Prep as an LEA given the unprecedented and novel nature of the situation.

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
707 Edgewood Street, NE
Washington, DC 20017
202-635-4590

or

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

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 Tara O'Flaherty, the Senior Director of Schools. You may contact her via email at toflaherty@dcprep.org or by phone at 202-635-4590. If the issue is still not resolved after speaking with Mrs. O'Flaherty, you should contact Katie Severn, Chief Academic Officer & President, via email at ksevern@dcprep.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@dcprep.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@dcprep.org.

Non-Discrimination Policy

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:**

Director of Special Education
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

Family Educational Rights and Privacy Act (FERPA) Notice

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 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 correct 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.

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

Enrollment Procedures (Admission Preference Policy)

The following are high-level guidelines for enrollment-related processes. If you have additional questions, please reach out to our Enrollment Team at enrollment@dcprep.org or 202-635-4590 ext. 200.

- **Re-enrollment:** Currently enrolled families wishing to return to their DC Prep campus for the following school year, or moving from the elementary to its associated middle campus, should **not** participate in the My School DC lottery. All re-enrollment is managed internally by DC Prep. Re-enrollment for the following academic school year will be during the month of April. If you withdraw, or your child is expelled during the academic school year, before, during, or after the re-enrollment period, you forfeit your seat for the following academic school year.
- **Inter-campus transfers:** DC Prep offers an inter-campus transfer preference for all **currently** enrolled families wishing to transfer to a different DC Prep campus (Edgewood, Benning, or Anacostia). Interested families **should** participate in the My School DC lottery application. All inter-campus transfers are managed through My School DC and are only eligible at the time of the Lottery. For more information about key 2021-22 enrollment dates, visit www.myschooldc.org.
- **New to DC Prep Students:** Students can apply to attend DC Prep via the My School DC lottery. The My School DC application launches every year in December. The lottery application deadline is in early March for Preschool through 8th grade students. Families who apply after the lottery deadline will be added to the school's waitlist.
- **Sibling Preference:** New to DC Prep students who have a sibling already enrolled at DC Prep will receive a preference in admission. Siblings are defined as any two students who share at least one parent as stated on their Birth Certificates or other legal documentation. Any family applying for a sibling preference will be validated and contacted with a determination of whether their preference is approved or denied. *Siblings of graduating 8th graders, siblings of students not returning, mid-year withdrawals, or expulsions do **not** qualify for a sibling attending preference. Siblings must be on a trajectory to attend the same school facility at the same time over the course of the siblings' DC Prep enrollment (for at least one year), in order to be eligible for the sibling preference. Due to their proximity, Edgewood Elementary and Edgewood Middle are considered the same facility. Benning Elementary and Benning Middle are considered the same facility. Anacostia Elementary and Anacostia Middle are considered separate facilities.*
- **Residency:** If you voluntarily move out of the district any time during the school year, you **must** promptly report this information to the school. In most cases, students who move out of the district are no longer eligible to attend DC Prep. In some limited circumstances, they may be eligible to continue attending if they pay out-of-state tuition. For questions regarding the out-of-state tuition process, contact the Office of the State Superintendent of Education at: OSSE.Residency@dc.gov