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Governance / Board of Trustees

The DC Public Charter School Board (PCSB) granted the charter to operate Creative Minds and oversees our activities. The school's charter agreement and DC Charter Law establish all of Creative Minds' legal obligations.

Creative Minds is governed by an all-volunteer board of trustees that includes parents and persons with no other direct relationship to our school. The board meets every other month, and may also meet on an ad hoc basis if appropriate. The full and current list of Creative Minds Board of Trustees members is [on our website](#).

Open Meeting Policy

The board's overall objective is to conduct school business in a transparent manner; many board documents, including financial statements, are available for view online. While many board meetings deal with personnel issues, awards, or other matters of a confidential nature, we will hold a minimum of one open board meeting in the fall per school year. We will announce the date of this open meeting on the [Creative Minds website](#), and in an email to the Creative Minds community, at least ten days in advance. This schedule complies with Creative Minds' bylaws, which specify that there shall be at least ten meetings of the board held each year. Members of the Creative Minds

community who wish to contact the board are welcome to do so at any time by sending an email to board@cmipcs.org.

Grievance Procedure

Any person who believes that Creative Minds International Public Charter School has discriminated on the basis of race, color, national origin, sex, disability, age, religion, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, political affiliation, source of income, or otherwise may submit a written complaint to the Creative Minds chief operating officer (COO).

The grievance procedures outlined below establish how Creative Minds will investigate and resolve complaints. These grievance procedures are intended to provide for a prompt and equitable resolution of complaints. These grievance procedures are for use by employees, students, parents, families, or third parties. These grievance procedures do not bar individuals from filing claims in other forums to the extent permitted by state or federal law.

Creative Minds encourages individuals to discuss their concerns with appropriate school officials before resorting to a formal complaint. However, individuals are not required to do so before filing a formal complaint.

Creative Minds will not retaliate against any person who files a complaint or participates in an investigation in accordance with these procedures. A formal complaint may be filed by following the steps outlined below:

Step 1

Within ninety (90) days of the alleged discrimination or harassment, file a written notice of the complaint with the COO. If the complaint is against the COO, submit the complaint to the CMI executive director. The written notice must include the nature of the complaint, the date(s) of the occurrence(s), and the desired result. The signature of the person making the complaint and date the complaint is made are also required.

Upon receipt of the written complaint, the designated individual to whom the complaint was submitted will initiate an adequate, reliable, and impartial investigation of the complaint. Each investigation will include, as necessary, interviewing witnesses,

obtaining and reviewing applicable documents, and allowing parties to present evidence. All documentation related to the investigation will remain confidential.

Within thirty (30) business days of receiving the complaint, the individual investigating the complaint will respond in writing to the complainant. The response will summarize the course and outcome of the investigation and identify an appropriate resolution. If it is determined that discrimination or harassment have occurred, CMI will take the appropriate corrective and remedial action.

Step 2

If the complainant wishes to appeal the decision from Step 1, the complainant may submit a signed statement of appeal to the CMI executive director within ten (10) business days of receiving the response.

The executive director will review all relevant information and meet with the parties involved, as necessary. Within twenty-one (21) business days of receiving the statement of appeal, the executive director, will respond in writing to the complainant summarizing the outcome of the appeal and any corrective or remedial action to be taken.

If the appeal relates to a complaint made against the CMI executive director, the complainant may appeal to the CMI Board of Trustees by providing a signed statement of appeal to the COO who will deliver the statement to the Board of Trustees. Additional email correspondence on the matter can be directed to the Board of Trustees via email using board@cmipcs.org.

Step 3

If the complainant is not satisfied with the decision of the executive director, the complainant may appeal through a signed written statement to the CMI's Board of Trustees within ten (10) business days of the receipt of the executive director's response. Submit a statement of appeal to the Board of Trustees to the executive director who will provide the statement to the Board. In trying to resolve the grievance, the Board of Trustees shall review all relevant information and meet with the concerned parties and their representatives within thirty (30) days of receiving such an appeal.

The Board of Trustees will send a copy of the disposition of the appeal to each concerned party within fifteen (15) business days of this meeting.

Grievances may also be filed with the U.S. Department of Education, Office for Civil Rights by: (1) mailing the complaint to Director, District of Columbia Office, Office for Civil Rights (OCR), U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-1475; (2) faxing it to (202) 453-6021; or (3) filing it electronically at: www.ed.gov/ocr/complaintprocess.html. For more information, you can contact OCR at (202) 453-6020 (voice), (800) 877-8339 (TTY; US DOE Customer Service), or ocr.dc@ed.gov.

Safety & Discipline

A Restorative Response to Misbehavior

We have created a research-based behavior system tailored to our school's unique mission and philosophy. The system provides a structured and safe learning environment, while teaching students skills that will benefit them as they engage within the world beyond school.

Our approach is dedicated to building positive relationships between adults and children, while viewing each child as a unique individual. Whenever possible, staff deliver restorative responses geared toward providing a student with the opportunity to right the wrong he or she committed. Student accountability is balanced with support from an adult, to prevent misbehavior in the future.

Restorative consequences are related to the function of the misbehavior, respectfully delivered, and reasonable in duration and severity, depending on the student's developmental level. These consequences are not arbitrary punishments but rather meaningful opportunities for students to make restitution and comprehend the real weight of cause and effect when it comes to their decision-making.

If expectations are continually unmet and interfere with other students' safety, security, and ability to learn—and we are unable to address a student's negative behavior through positive interventions and classroom redirection—families will be contacted and administrative disciplinary action will be taken. Because the Creative Minds philosophy views each individual and behavioral situation as unique, we do not utilize a one-size-fits-all approach to addressing student behavior; we tackle each situation by thoughtfully prioritizing the physical and emotional safety of all students.

We know that families play an important role in supporting positive behaviors at school and encourage families to be a part of addressing difficult behaviors as they arise. Our staff will document students' social, emotional, and behavioral challenges and communicate with families as needed.

Disciplinary Procedures for Students with Disabilities

Creative Minds abides by the Individuals with Disabilities Education Act (IDEA) and DCMR Chapter 25 and Chapter 30 when suspending or expelling special education students. When a student with an IEP demonstrates significant behavioral challenges at Creative Minds, the following procedures will apply:

1. If the student's IEP includes specific disciplinary guidelines, the student will be disciplined in accordance with those guidelines. If the disciplinary guidelines appear to be ineffective when followed with respect to a specific infraction, or if there is concern for the health and safety of the student or others, the matter will be immediately referred to the special education coordinator for action;
2. Students for whom the IEP does not include specific disciplinary action may be disciplined in accordance with standard school policy related to DCMR Chapter 25 relating to each infraction. If the program director decides to suspend the student, the special education coordinators will arrange for appropriate alternative instruction;
3. If a student identified as having a disability is suspended during the course of the school year for a total of ten days, the student must be immediately referred to the Special Education Discipline Committee ("SEDC") for a manifestation meeting. The SEDC is made up of the executive director, the director of inclusion, the special education coordinator, and the student's teacher. The SEDC will explore whether the infraction is a result of the disability. Special education services are not to be interrupted during the manifestation process or long-term suspension. If it is determined that the behavior was a manifestation of the student's disability and the student is suspended beyond 10 days, educational services, including access to the general curriculum, must continue.

Parental Rights & Responsibilities

Parents and guardians play an integral role in helping Creative Minds create a safe and supportive school environment. Parents and guardians have the right to

- be a partner in a supportive and safe school environment that fosters quality relationships, mutual respect, and effective communication;
- see their children experiencing success through meaningful and relevant curricula;
- feel safe; and
- be treated with care, cooperation, courtesy, and respect.

Parents and guardians have a responsibility to

- actively support and contribute to the development of a safe and supportive school environment;
- support and encourage their children to participate to the best of their abilities in all aspects of the curriculum;
- behave and communicate in a way that respects and supports the safety and well-being of self and others; and
- treat others with care, cooperation, courtesy, and respect.

Parents and guardians are encouraged to

- inform the school of any situation or information that is relevant and concerns their children's behavior;
- encourage their children to follow the school expectations and Personal Goals;
- support their children in taking responsibility for their behavior by using problem-solving strategies;
- attend any meetings arranged by the school to discuss their children's behavior; and
- work in partnership with Creative Minds to develop a safe and supportive school environment.

Suspension & Expulsion

Suspension and expulsion are the school's most serious disciplinary actions and will only be considered when serious or repeated conduct violates the rights of others to

feel safe and engaged in learning. Creative Minds works hard to be a low-suspension and no-expulsion school by implementing consequences that give students an opportunity to restore their relationships—fixing the problem they have caused, rather than being excluded from a learning environment.

In keeping with our Core Beliefs, our goal is to keep students in class and learning, and we believe that punishing students does not alter behaviors, but that interventions do.

Suspension is defined as the denial of the right of a student to attend CMI, including all classes and school activities, for a defined period of time, not exceeding ten school days. Expulsion is the denial of a student's right to attend CMI, including all classes and school activities, for at least one school year or longer.

The executive director and appropriate members of CMI's staff will determine the number of days for a suspension on the basis of the severity of the infraction, the developmental stage of the student, and any previous infractions.

In the event that a student is suspended or expelled, the student's parents or legal guardians will be contacted and informed of the suspension and will need to pick up the student from school. If a parent or legal guardian is unable to pick up the student that day, the suspension will begin on the next school day. A copy of the suspension letter will be sent home with the student and another will be retained in his or her permanent school file. Parents or guardians wishing to appeal a suspension must do so by making an appointment with the appropriate leadership staff.

Long-term Suspensions & Expulsions

Any student involved in a very serious discipline incident (i.e., Tiers 4 or 5, defined in [Appendix 5](#)) may be a candidate for long-term suspension or expulsion. According to the Student Fair Access to School Amendment Act of 2018, no student may be subject to an out-of-school suspension for longer than five consecutive days for grades kindergarten–5 and ten consecutive days for grades 6–12. IDEA discipline provisions are observed in cases regarding students with disabilities. Only the executive director will make the decision regarding long-term suspensions or expulsions. Expulsion is an action taken as a last resort. It is a consequence used for repeated offenses by a student who shows an inability to correct his or her behavior after repeated measures and options have been exhausted. If a student is under consideration for expulsion, the executive director will contact the parents or legal guardians to arrange a meeting to review the conduct that led to the consideration for expulsion. The student will be

considered suspended until the expulsion is final. The executive director will then convene the school’s Disciplinary Committee to make a final decision regarding expulsion and notify the parent or guardian by telephone and in writing.

Appeals Process

Families may appeal the decision to expel a student through a formal appeals process that includes a hearing before an Appeals Committee, consisting of the chair of the Creative Minds Board of Trustees (or his/her designee) and two other board members. The appeal must be made in writing within 48 hours of notification of expulsion and delivered by email or regular mail to the executive director. The Appeals Committee will consider the testimony of all participants and render a decision within 48 hours of the hearing.

APPENDIX 5: Discipline Chart

Creative Minds International Public Charter School Discipline Chart	
<p>Tier 1</p> <p>Tier 1 behaviors are those behaviors that are insubordinate or cause minor disruptions to the academic environment but do not involve damage to school property or harm to self or others. Tier 1 behaviors result in classroom-level disciplinary responses that may be elevated to administrative response if they are not successfully abated by the teacher.</p>	
Example Behaviors	Possible Consequences
<ul style="list-style-type: none"> ● Off-task behaviors ● Not finishing work or homework ● Noncompliance ● Inappropriate movement around the school ● Using inappropriate language ● Chewing gum ● Littering ● Bringing inappropriate items to school ● Being late 	<ul style="list-style-type: none"> ● Logical and restorative consequence ● Verbal redirection ● Teacher/student conference ● Parental contact in writing or by phone ● Teacher/Parent conference ● Temporary removal of student from classroom ● Loss of privilege ● Lunch or After School reflection room

<ul style="list-style-type: none"> • Being in an inappropriate area • Inappropriate displays of affection • Communication with staff and peers that is not polite, courteous, or respectful • Unauthorized use of portable electronic devices during school hours (e.g., mp3 players, cell phones) • Unsafe movement around the school or AFRH campus • Leaving classroom without permission • Any behavior or other conduct not specifically enumerated in any other tier in this chapter that is insubordinate or causes minor disruption to the academic environment but does not involve damage to school property or harm to self or others 	<ul style="list-style-type: none"> • Other school-based consequences as approved by administration
	<p>Supportive Interventions</p>
	<ul style="list-style-type: none"> • Behavior contract • Relationship building • Restorative Circles • Seat change • Teacher proximity • 1:1 meeting with teacher

<p>Tier 2</p> <p>Tier 2 behaviors are those behaviors not specifically enumerated in any other tier in this chapter that cause disruption to the academic environment, involve damage to school property, or may cause minor harm to self or others. Tier 2 behaviors result in school-based and administrative disciplinary responses.</p>	
<p>Example Behaviors</p>	<p>Possible Consequences</p>
<ul style="list-style-type: none"> • Using computer / office equipment without permission • Intentional misuse of school equipment/supplies/facilities • Noncompliance with an approved dress code • Inappropriate use of CREATIVE MINDS PCS computer or network (restricted websites, offensive emails) • Acts of vandalism, destruction of property, or graffiti (tagging) • Sale or distribution of any item without authorization 	<ul style="list-style-type: none"> • Logical and restorative consequence • Verbal redirection/reflection • Teacher/student conference or administrator/student conference • Parental contact in writing or by phone • Administrator/family conference • Temporary removal of student from Classroom • Other school-based consequences as approved by administration
	<p>Supportive Interventions</p>

<ul style="list-style-type: none"> ● Possession or distribution of obscene or pornographic material on school premises ● Obscene, seriously offensive, or abusive language or gestures ● Causing disruption on school properties or at any Creative Minds PCS-sponsored or supervised activity ● Gambling ● Leaving school without permission ● Academic dishonesty, forgery, lying to or giving misleading information to school staff ● Unexcused absence from class ● Unauthorized presence in hallway during class time ● Unexcused absence from school ● Inappropriate or disruptive physical contact between students ● Directing profanity or obscene/offensive gestures toward students or staff ● Throwing objects that may cause injury or damage property ● Any behavior or other conduct not specifically enumerated in any other tier in this chapter that causes disruption to the academic environment, involves damage to school property, or may cause minor harm to self or others ● Acts of exceptional misconduct at other schools ● Vandalism/destruction of property over \$500 ● Causing serious disruption or damage to school's computer systems, electronic files, or network ● Documented theft of school or personal property without force ● Interfering with school authorities or participating a major disruption of the school's operation ● Tampering with, changing, or altering an official record or document of a school 	<ul style="list-style-type: none"> ● Behavior contract ● Individual behavior chart with individualized incentives ● Behavior Intervention Plan ● Consider referral for counseling ● Environmental supports (stress ball, manipulative, seating alternatives) ● Reinforce replacement behavior ● Modified schedule ● Teaching new coping strategies (breathing, "stop and think") ● Restorative Circles
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<ul style="list-style-type: none"> ● Trespassing or inappropriate/unauthorized movement on AFRH campus ● Possession or use of tobacco, alcohol, marijuana, controlled dangerous substances, imitation controlled substances, inhalants, other intoxicants, or drug paraphernalia ● Unauthorized possession, use, or distribution of over-the-counter medication ● Activating false alarm ● Documented pattern of persistent Tier 1 behavior ● Possession of tools or instruments which school administrators deem could be used as weapons ● Selling or distribution of marijuana, prescription drugs, controlled dangerous substances, imitation controlled substances, inhalants, other intoxicants, controlled or drug paraphernalia ● Possession or distribution of alcohol ● Possession of drug paraphernalia or controlled substance, irrespective of the amount or type, pursuant to the criminal statutes of the District of Columbia, codified at D.C. Official Code § 48-1101 et seq. (2001) ● Possession of fireworks or explosives 	
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Tier 3		
<p>Tier 3 behaviors are those behaviors not specifically enumerated in any other tier in this chapter that cause harm to self or others. In addition to lesser consequences, Tier 3 behaviors may result in either on-site or off-site suspension.</p>		
Example Behaviors	Possible Consequences	
<ul style="list-style-type: none"> ● Verbal, written, or physical threat to person or property (including intimidating postures) ● Communicating slurs based on actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, or place of residence or business, including derogatory sexual language ● Engaging in sexual acts on school premises or at school-related functions ● Posting or distributing material or literature that is disrespectful, demeaning, humiliating, or damaging to students and/or staff. This includes posting material on internet or sending material via email or cell phone ● Engaging in behavior that demonstrates gang/neighborhood crew affiliation (displaying clothing or gestures associated with gangs) ● Hazing ● Bullying or using humiliating or intimidating language or behavior including internet bullying ● Engaging in reckless behavior that may cause harm to self or others ● Extortion ● Fighting where there is no injury and no weapon 	<ul style="list-style-type: none"> ● Logical and restorative consequence ● Verbal redirection/reprimand ● Teacher/student conference or administrator/student conference ● Parental contact (written or by phone) ● Parent conference ● Temporary removal of student from classroom (defined below) ● Behavior contract ● In-school disciplinary action (defined below) ● On-site short-term suspension (defined below) with provision of appropriate intervention services ● Off-site short-term suspension (defined below), except in response to unexcused tardiness or absence ● Off-site medium-term suspension (defined below), except in response to unexcused tardiness or absence 	
		Supportive Interventions
		<ul style="list-style-type: none"> ● Restorative Circle / Conference ● Behavior contract ● Referral to mental health and community resources ● Teaching new strategies (breathing, “stop and think”) ● Reinforce replacement behavior ● Modified schedule

<ul style="list-style-type: none">• Any behavior or other conduct not specifically enumerated in any other tier in this chapter that causes harm to self or others• Documented pattern of persistent Tier 2 behavior	
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Tier 4	
<p>Tier 4 behaviors are those behaviors not specifically enumerated in any other tier in this chapter that cause disruption to the school operation, destroy school property, or cause significant harm to self or others. Tier 4 behaviors may result in off-site suspension.</p>	
Example Behaviors	Possible Consequences
<ul style="list-style-type: none"> ● Persistent harassment based on actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, or place of residence or business ● Lewd or indecent public behavior or sexual misconduct ● Sexual harassment ● Retaliation for reporting harassment and sexual harassment ● Fighting which creates substantial risk of or results in minor injury ● Inciting others to violence or disruption ● Contaminating food ● Possession of a weapon (definition below) or replica or imitation of a weapon (including water guns), other than weapons subject to the requirements of the Gun- Free Schools Act ● Using an article that is not normally considered a weapon to intimidate or threaten another individual ● Any behavior or other conduct not specifically enumerated in any other tier in this chapter that causes significant harm to self or others ● Documented pattern of persistent Tier 3 behavior 	<ul style="list-style-type: none"> ● Logical and restorative consequence ● On-site short-term suspension with provision of appropriate intervention services ● Off-site short-term suspension, except in response to unexcused tardiness or absence ● Off-site medium-term suspension, except in response to unexcused tardiness or absence ● Off-site long-term suspension, except in response to unexcused tardiness or absence
	<ul style="list-style-type: none"> ● Restorative Circle / Conference ● Behavior contract ● Referral to mental health and community resources ● Modified schedule

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Tier 5		
Tier 5 behaviors are those behaviors not specifically enumerated in any other tier in this chapter that are illegal or cause substantial harm to self or others. Tier 5 behaviors result in off-site suspension or expulsion.		
Example Behaviors	Possible Consequences	
<ul style="list-style-type: none"> ● Theft or attempted theft using force, coercion, intimidation or threat of violence ● Assault / physical attack on student or staff ● Fighting that results in a serious physical injury ● Participating in planned group fight that causes major disruption to school day or results in substantial bodily injury ● Using an article that is not normally considered a weapon to injure another individual ● Use, threatened use, or transfer of any weapon ● Use, possession, or bringing to school a loaded or unloaded firearm, as defined in 18 U.S.C. § 921 (2000), including but not limited to pistols, blank pistols, starter pistols, revolvers, rifles, and shotguns. ● Any behavior that violates the Gun Free School Act ● Deliberate acts that cause severe physical injury to others ● Assault with a weapon ● Commission or attempted commission of any act of sexual assault or sexual aggression ● Arson / biohazard / bomb threat ● Any other intentional use of violence, force, coercion, threats, intimidation, or other comparable conduct which causes or attempts to cause severe physical injury, substantial disruption, or obstruction of any 	<ul style="list-style-type: none"> ● Logical and restorative consequence ● On-site short-term suspension with provision of appropriate intervention services ● Off-site long-term suspension, except in response to unexcused tardiness or absence ● Expulsion 	
		Supportive Interventions
		<ul style="list-style-type: none"> ● Restorative Circle / Conference ● Behavior contract ● Referral to mental health and community resources ● Alternative or modified schedule

<p>lawful mission, process, or function of the DC public schools</p> <ul style="list-style-type: none">• Any behavior or other conduct not specifically enumerated in any other tier in this chapter that is illegal or causes substantial harm to self or others• Documented pattern of persistent Tier 4 behavior	
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School Policies

Absences

Excused Absences

These are valid excuses for absences:

- Student illness or other medical cause
- Illness or other family emergency that requires the presence of the student in the home or prevents the parent from bringing the child to school
- 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
- Medical or dental treatment
- Death in the student's family
- Necessity of the student to attend legal proceedings
- Observance of religious holidays
- Lawful suspension or exclusion from school by the school administration
- Temporary closing of the school due to severe weather, official holidays, unsafe conditions, or emergencies
- Visiting a parent or a legal guardian who is in the military during or immediately before or after deployment
- Other absences approved in advance by the head of school upon written request of the parent or legal guardian

Procedures

Parents should notify the registrar when absences can be anticipated. For unanticipated absences, please call the absence hotline, at (202) 588-0370 ext. 118 or email frontdesk@cmipcs.org. In addition, a note to the registrar, which includes the reason for the absence, is required when the student returns to school. Notes may be submitted via email or in person.

A student who is absent for three or more consecutive days must present a doctor's note upon his or her return to school.

Any student who is sent home sick (e.g., with fever or vomiting) must be symptom free without medication for at least 24 hours before returning to school. Any student sent home sick due to the [DC Health's COVID exclusion criteria](#) and any student exhibiting COVID-like symptoms must meet the [DC Health's return to school criteria](#).

Attendance

Our goal is for students to attend school on time, on a daily basis. To meet the instructional needs of all our students, we emphasize the importance of students' forming good habits of punctual arrival and infrequent absences. The District of Columbia Public Schools mandatory school attendance laws (D.C. Law 8-247) apply to students five years of age and older; as a public charter school, Creative Minds International PCS strictly enforces D.C. Law 8-247. Parents are held accountable for students' regular attendance to school. The attendance committee at Creative Minds International Public Charter School developed the following guidelines in an effort to document tardiness and absences. Students who have 10 or more consecutive absences or 25 or more cumulative unexcused absences are considered to be chronically truant under the law and must be reported for truancy and investigation to Child and Family Services Agency (CFSA) at 202-671-7233.

Child Family Services Agency Reporting

All Creative Minds International PCS, school personnel are mandated by law to report child abuse and neglect. If a staff member believes he/she has reasonable and probable grounds that a child requires protective services, they are obligated by law to report the suspected abuse or neglect to The Child Protective Services Division of the Child Family Services Agency (CFSA), via the CFSA 24-hour Child Abuse and Neglect Hotline (202-671-SAFE (7233)). CFSA is required by law not to disclose the name of the reporters to the family. It is the responsibility of the mandated reporters to support families and ensure that children are safe in their homes and community. At times, it may be challenging to apply the legal definitions and standards of abuse and neglect to a specific circumstance. For more information, please visit www.cfsa.dc.gov. For any questions or concerns, please contact the school.

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) affords parents certain rights with respect to their children's education records. These rights are:

- The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate. Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write to the School principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
- The right to file a complaint with the U.S. Department of Education

concerning alleged failures by the *School District* to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

FERPA requires that CMI obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, CMI may disclose appropriately designated "directory information" without written consent, unless you have advised CMI to the contrary in accordance with CMI's procedures. If you want to limit the disclosure of directory information about your child, please advise the school by August 20.

Nondiscrimination & Antiharassment Policy

Creative Minds is committed to providing an environment in which all individuals are treated with respect and dignity. Each student has the right to learn in an atmosphere that promotes equal opportunities and prohibits discriminatory practices.

Harassment on the basis of any protected characteristic is strictly prohibited. Under this policy, harassment is verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of his/her race, color, national origin, sex, disability, age, religion, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, political affiliation, or source of income in its programs, and that: (i) has the purpose or effect of creating an intimidating, hostile or offensive environment; (ii) has the purpose or effect of unreasonably interfering with an individual's performance.

Harassing conduct includes, but is not limited to: epithets, slurs or negative stereotyping; threatening, intimidating or hostile acts; denigrating jokes and display or circulation of written or graphic material that denigrates or shows hostility or aversion toward an individual or group (including through email).

CMI does not discriminate on the basis of race, color, national origin, sex, disability, age, religion, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, political affiliation, or source of

income in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

In addition, we do not allow discrimination of any kind in the workplace. We are an equal opportunity employer and also take affirmative action measures against discrimination in all aspects of employment and School business. This policy applies not only to personnel decisions, but to all aspects of the School.

We ask that everyone in the CMI community respect everyone around them—students, family members, teachers, staff, and management alike.

Any person who believes that CMI has discriminated on the basis of race, color, national origin, sex, disability, age, religion, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, political affiliation, or source of income, or otherwise may submit a complaint pursuant to CMI's Grievance Procedures contained within this document.

Students with Disabilities Nondiscrimination Policy

Notice: Programs for students with disabilities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prohibits discrimination against persons with a disability in any program receiving federal financial assistance. Section 504/ADA defines a person with a disability as anyone who has a mental or physical impairment which substantially limits one or more major life activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. The school has the responsibility to provide adjustments, modifications and provide necessary services to eligible individuals with disabilities. Creative Minds International Public Charter School acknowledges its responsibility under Section 504/ADA to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability shall knowingly be permitted in any program or practice in the school.

CMI does not discriminate on the basis of race, religion, color, national origin, sex or disability in providing education or providing access to benefits of education services, activities, and programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Section 504 of the

Rehabilitation Act of 1973, as amended; and Title II of the Americans with Disabilities Act.

Providing False Information: Penalties

Any person, including any District of Columbia public school or public charter school official, who knowingly supplies false information to a public official shall be subject to the payment of a fine of not more than \$500, or imprisonment for not more than 90 days, or any combination thereof. The case of any such person may be referred to the Office of the Attorney General for consideration for prosecution.

Admissions & Enrollment

The admissions policies of Creative Minds International Public Charter School meet the enrollment guidelines set forth by the District of Columbia Public Charter School Board (DC PCSB) and are based on the School Reform Act, which states that public education must be free and accessible to any District of Columbia student and not be designed to exclude any student.

Creative Minds International PCS follows the [My School DC](#) admission timeline, which typically begins in mid-December and ends in the spring. Each year's registration and enrollment dates will be available [on our website](#).

Children entering the Creative Minds must be three years old for preschool, four years old for prekindergarten, and five years old for kindergarten by September 30 of that school year. Other Creative Minds' specific lottery policies can be found [here](#).

Creative Minds fills open seats via the My School DC common lottery process. Information and application dates for the common lottery can be found at the [My School DC website](#).

Creative Minds International Public Charter School requires currently enrolled students to reenroll for the next school year. This process takes place in the spring to allow the school to determine the number of seats available for new applicants.

To reserve a seat for current students, parents and legal guardians must submit reenrollment forms online or to our registrar by the designated date, which is announced

via email and [on our website](#).

To complete enrollment at Creative Minds, the child's parent or legal guardian must present a birth certificate, current record of immunization, [Universal Health Certificate](#), and [proof of residency](#) in the District of Columbia.

Note these are our My School DC policies:

My School DC Lottery Policies

Creative Minds International
Public Charter School

(202) 588-0370 • creativemindspcs.org

3700 North Capitol Street NW #217
Sherman Building
Washington, DC 20011

Creative Minds International Public Charter School accepts applications through the My School DC common application and lottery process and has adopted the following policies:

Underage Applications

Creative Minds follows the My School DC policy for age cutoffs and cutoff dates.

Over-age Applications

For children with a birth date after June 1, families may apply to the age-eligible grade level or to one grade level below, if the family believes that the child is not ready for the eligible grade. A child cannot be entered into the lottery for two grades. For example, a family with a child who turns four years old on June 3 may apply to preschool (PK3) or to prekindergarten (PK4) but not to both grade levels.

Sibling Preference

Sibling preference applies to children residing in the same household. If the siblings do not have the same parent or legal guardian, each parent or guardian must show proof of residency for the same address.

Reverse Decline

Families sometimes change their minds about declining a seat at Creative Minds and request a reverse decline. A reverse decline will be granted if there is at least one open seat at the relevant grade level.

Student Leave of Absence for Short-Term Relocation Out of State

Previously enrolled students are defined as students who were enrolled at Creative Minds and officially withdrew because the family relocated outside the Washington, DC, metropolitan area (including Northern Virginia and Maryland).

Requesting a Leave of Absence

Students enrolled at Creative Minds for at least one academic year may be eligible for a short-term leave of absence, in limited circumstances.). Prior to the leave of absence, a

parent or legal guardian must submit an “Intent to Return Form” to the Creative Minds director of operations & compliance. The school will provide a copy of the form to the family upon request.

To be granted a leave of absence, a student must meet the following conditions:

- The student’s family is moving out of the Washington, DC, metropolitan area (including Northern Virginia and Maryland).
- The student is not leaving Creative Minds to attend another school in the Washington, DC, metropolitan area (including Northern Virginia and Maryland).
- The leave of absence will last no more than two years.

Reenrolling after a Leave of Absence

To reenroll at Creative Minds, a parent or legal guardian must (1) notify Creative Minds by February 1 immediately preceding the school year in which the student wishes to return, and (2) complete enrollment paperwork, including residency verification, by July 1 immediately preceding the returning school year.

- Families must also submit a letter requesting reenrollment. The letter must contain the following verification that all conditions of the leave of absence were maintained
- The requested grade level for the reenrolling student at Creative Minds.

Upon receipt of the reenrollment request, Creative Minds will determine whether the student meets the requirements for returning to school. If the requirements are met, Creative Minds will process the student for reenrollment. This process will include an assessment of the appropriate grade-level for the student.

If a student struggles academically upon returning to Creative Minds, the school will reassess the grade-level placement.

Previously enrolled students must reenroll at Creative Minds no later than October 1 of the returning academic year.

Students returning from a leave of absence are considered current students and will be placed in the current grade. They will not be placed on the waitlist. If returning students

have siblings that were not previous students at Creative Minds, the siblings must apply via the My School DC lottery. These students will follow the admissions rules for siblings at Creative Minds.

Lottery Preferences

Creative Minds offers the lottery preferences below, in the following order:

- Sibling enrolled
- Child of staff
- Sibling offered

