

Student and Family Policies

ADMISSIONS POLICY

LOTTERY AND PREFERENCES

The SEED Public Charter School of Washington, D.C. (“SEED PCS”) selects students via a lottery process facilitated by My School DC - the District’s common lottery. The lottery is a system of random selection of applications that identifies students for enrollment and generates the school’s waiting list. The lottery process is completed when all completed and accepted applications submitted during the enrollment period are publicly drawn in random order and placed on that waiting list.

The waiting list ranks applications that were submitted during the application period. These applications are identified by number and two preferences: sibling attending and sibling offered. As spaces become available at the school, they will be offered to the applicants in the order of placement on the waiting list.

Any application not included in the lottery process and received after the application deadline will be added to the waiting list in the order in which it was received. Again, as spaces become available at the school, they will be offered to the applicants in the order of placement on the waiting list.

ATTENDANCE POLICY

SEED PCS has high expectations for student attendance so that our mission can be realized. Our goal is to ensure every student achieves academic success by being present and on time at school during all program hours. Students who have regular school attendance learn more and are more successful in school.

We understand that some absences are unavoidable. If your child is going to be absent from or late to school, please send an email to attendance@seedschooldc.org or call (202) 248-7773 x5127.

Excused vs. Unexcused Absences

Absences from school are divided into two categories: excused and unexcused. Excused absences are when students are absent from school with a valid excuse and parental approval. Valid reasons for excused absences are:

- Illness or other bona fide medical cause experienced by the student. A doctor’s note is required if a student is absent three or more consecutive days. (See “Medical Leave Policy.”).
- A death in the student’s immediate family.
- Pre-approved college visit or involvement in a SEED PCS approved external opportunity.
- Exclusion, by direction of school officials, due to quarantine, contagious diseases, or

other medical/health reasons.

- Necessity for a student to attend any judicial proceeding as a plaintiff, defendant, witness, or juror.
- Observance of religious holidays.
- Lawful suspension or exclusion from school by school authorities.
- Temporary closing of facilities by school officials, including but not limited to severe weather, unsafe conditions, or other emergencies.
- Medical and dental appointments with a doctor's note.
- Emergency circumstances approved by SEED PCS.
- Absences to allow students to visit their parent or a legal guardian, who is in the military; immediately before, during, or after deployment.

What is an excused absence?

An absence is unexcused when a student fails to attend school without a valid excuse (whether or not they have parent/guardian approval). Below are some examples of unexcused absences.

Truancy

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

1. 3 absences: Letter of notification and phone call
2. 5 absences: Will begin the SST process to include: Letter of notification, phone call, attendance meeting,
3. 10 unexcused absences – Scholar ages **5-13 - Report Made to CFSA**
4. 15 unexcused absences – Scholar ages **14-17 - Report Made to Court Social Services and OAG**
5. Any time educational neglect is suspected – Mandated Report Made

According to the Office of The State Superintendent of Education ("OSSE") after the 1st unexcused absence schools must contact the parent the same day and request documentation.

Students with 20 or more absences (class or daily) may be required to attend an intercession, after the conclusion of school, to fulfill missing seat hours and/or assignments.

After the 5th unexcused absence Schools must refer the student to a school-based Student Support Team (SST) within two school days. The SST team will:

- Make reasonable and diligent efforts to communicate and collaborate with the student' parent or guardian;
- Review and address the student's attendance and determine the underlying cause for

the unexcused absences;

- Communicate and collaborate with the student's existing individualized Education Program (IEP) team, if applicable;
- Provide timely response to the student's truant behavior;
- Make recommendations for academic, diagnostic, or social work services;
- Use school and community resources to improve the student's attendance including referral to a community-based organization when available; and
- Develop and implement an action plan in consultation with the student and student's parent or guardian.

If a scholar accumulates 10 or more full day unexcused absences, schools are required by law to begin notifying other agencies. After the 10th full day unexcused absence for any child age 5-17, schools are required to notify OSSE. Other specific requirements depend on the child's age.

Children Ages 5-13:

Within two school days of your child's **10th full day** unexcused absence the school must submit a referral to the DC Child and Family Services Agency (CFSA) for suspected educational neglect.

CFSA receives and investigates reports of abuse and neglect of District young people age 17 and younger, including reports of educational neglect. They will assign a social worker from CFSA Child Protective Services (CPS) to investigate, usually within 24 hours of getting the report. The social worker's job is to find out whether the report of abuse or neglect is true or false. The social worker also decides whether CFSA or a community organization should continue helping your family.

Children Ages 14-17

Within two school days of your child's **15th full day** unexcused absence the school must submit a referral to the Court Social Services Division (SCCD) of the Superior Court of the District of Columbia and the Juvenile Division of the Office of the Attorney General (OAG). Once a referral has been submitted:

- Students may be referred to the director of court social services for prosecution, diversion, and community-based interventions.
- Parents/Guardians and students may be assigned community service and placed under court supervision/probation.
- Truancy charges may be filed against the student alleging that the student is a "Person in Need of Supervision."
- Parents may be convicted of violating the compulsory school attendance law and face fines and incarceration.

Please note the following consequences for absences:

- Any student who has missed 20 or more consecutive days without an excuse may be dropped from SEED PCS enrollment:
 - After three documented attempts to contact the family to no avail, or
 - If a family does not comply and partner with SEED PCS on an established agreement to improve attendance.
- At the discretion of SEED PCS, a student who is absent from a course 10 or more times without an excuse may receive a failing grade and no credit for the course.
- A student cannot be cleared for graduation if they have 20+ absences without a note justifying how a student is able to graduate with an excessive number of missing days.
- A student who has over 25 absences (excused or unexcused) for a given school year may not be promoted to the next grade.
- Sunday check-in is required in order to prepare students for a successful week. It is the parent's responsibility to ensure that their student is present and prepared for the week with uniforms and school materials. Parents/guardians will be contacted if there are consistent concerns regarding Sunday check-in.

Early Dismissals and Planned Absences

In the rare event a student needs to leave campus during the school week and will miss any part of the school programming (academic or Student Life), including Sunday check-in, parents/guardians should send an email to attendance@seedschooldc.org. The email should include:

1. Student's name
2. Date(s) of absences
3. Date and time of pick-up and drop off
4. Name of adult who will pick up the student (proof of identification will be required)
5. If student is departing on their own, please indicate the mode of travel
6. Reason for absence/appointment

Please note that communication regarding absences must be submitted in written form by a parent/guardian on file. SEED PCS will not allow a student to leave campus without prior written communication from a parent/guardian on file. Students must be signed out at the front desk in the lobby for early dismissal and signed in when returning to campus. All written communication should be sent to: attendance@seedschooldc.org and should include the time the student will depart and return, mode of transportation, and contact information for an adult authorized to pick the student up. This includes transportation via metro, Uber, Lyft, or riding with other families. Staff may be directed to conduct a follow up phone call, to confirm details or ask clarifying questions.

Graduating Seniors

Any senior who has 10 or more absences is at-risk for not earning credit for their course. Per the DC PCSB, students cannot be cleared for graduation if they have 20 or more absences without documentation justifying how a student is able to graduate with an excessive number

of missing days.

No credit for a course is equivalent to failing a course, which puts you at-risk for not meeting graduation requirements.

If you don't meet graduation requirements the charter board will not sign your diploma.

If the charter board doesn't sign your diploma you have not graduated.

When a student returns to campus following a medical visit, a signed medical note must be presented to the receptionist stating the reason for the absence.

Absences and Missed Assignments

Students are expected to collect and to complete all class assignments and homework following an absence from class unless otherwise determined by the teacher. Students should work with their teachers to complete late work. (See "Late Work Policy.")

If a student has a disciplinary issue that result in them missing any days from school, SEED PCS will provide schoolwork for the missing day(s) (See "Student Code of Conduct" section). The school will work with parents/guardians to ensure students receive make up assignments from teachers. Parents/guardians may contact the Academic Office at (202) 248-7773 ext. 5024 regarding make up work for disciplinary absences.

Planned Absences From School: Leaving and Returning to Campus

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

- Send an email to attendance@seedschooldc.org stating the student's name and reason for absence/appointment, or call the school at (202) 249-7773. Whenever possible, please notify SEED PCS at least 48 hours in advance of planned absences.
- If a student is going to miss part of the Student Life program, including Sunday check-in, send an email to attendance@seedschooldc.org or call (202) 249-1937 between 5:00 p.m. and 7:00 p.m.
- Parents, guardians, and authorized adult designees must sign students out at the front desk in the lobby when taking them off campus and sign students in when returning to campus.
- When returning a student to campus following a medical appointment, a signed medical note must first be presented to the nurse and Registrar stating the reason for the absence. (See "Medical Leave Policy.").
- Students using taxi, Uber, or other car services: Parents must contact the school by email to attendance@seedschooldc.org, or, written note, to arrange taxi or car service pick up with parent authorization. Staff may be required to make follow up phone calls

to confirm information.

STUDENT CODE OF CONDUCT (“DISCIPLINE POLICY”)

SEED PCS expects that all students will follow the Student Code of Conduct. However, for students that act in a way that disrupts a safe, supportive, and orderly learning environment, SEED PCS will implement disciplinary responses to address the behavior infraction(s). It is our goal to ensure that students learn the skills necessary to demonstrate appropriate behaviors both inside and outside of the school community.

In accordance with the Student Fair Access to School Amendment Act of 2018, SEED PCS annually reviews and updates its Disciplinary Policy to ensure that it:

- Ensure fairness and equity
- Reduces/eliminates discriminatory disciplinary practices and outcomes
- Maximizes instructional time
- Improves the school’s practices throughout the school year

The Discipline Policy Review Process includes using data and feedback from students, families, and school personnel.

In-School Suspension

In school suspension maybe assigned for Level III and IV behavior infractions for either a part of a school day or an entire school day. If a student is assigned in-school suspension, he or she will remain in a classroom in the academic building with an assigned staff member. During the time that students are serving in school suspension, they will have access to their school work, a staff member to ask questions, and students who receive special education or 504 related services will continue to receive these services during the period of the in school suspension.

Out of School Suspension and Dismissal Process

Out-of-school Suspension (OSS) – Short Term (5 days or less)

The Dean of Students, Principal, and/or Director of Student Life (administrators) may make referrals for short term out of school suspensions. Before a student is assigned to OSS, he/she will be given a chance to meet with the administrator to discuss the behavior and tell his/her side of the story. During this meeting, the administrator will share with the student what the behavior of concern is and the information that the school has to believe the behavior occurred. The student will then be given a chance to share their side of the story and/or explain the behavior. If the student is assigned to OSS, the administrator will notify the student and parent(s) in writing of the reason for and length of the suspension.

If the student’s continued presence at school poses an immediate and continuing danger to other students or school staff, the administrator may suspend the student for the rest of that day and the following day without meeting with the student. However, before any further suspension is issued, the administrator will meet with the student as outlined below. This

meeting could occur by phone if the student's presence at school poses a continuing danger to other students or school staff.

Students who are suspended are not permitted on school grounds and can't attend school-related activities or events for the duration of their suspension.

Out-of-school Suspension (OSS) – Long Term (6 days or more)

The Dean of Students, Principal, and/or Director of Student Life (administrators) may make a recommendation for long-term suspension. The Head of School (or other designated administrator) makes the final decision after a disciplinary hearing is held with the student and parent(s). Once a recommendation for long-term suspension is made, the student will be suspended pending a hearing.

Students will not be suspended for more than 10 school days per infraction. Students will not be suspended for more than 20 school days in a school year unless:

- The student is facing expulsion.
- The Head of School provides written justification to the student and parent(s) explaining why more than 20 days is a more appropriate disciplinary action than another type of action.
- The Head of School provides written justification to the student and parent(s) explaining why the conduct necessitated an emergency removal.

Before the administrator makes a recommendation for long-term suspension, he/she will meet with the student to discuss the behavior and give the student an opportunity to tell his/her side of the story. During this meeting, the administrator will share with the student what the behavior of concern is and the information that the school has to believe the behavior occurred. The student will then be given a chance to share their side of the story and/or explain the behavior.

If the student's continued presence at school poses an immediate and continuing danger to other students or school staff, the administrator may suspend the student for the rest of that day and the following day without meeting with the student. However, before any further suspension is issued, the administrator will meet with the student as outlined below. This meeting could occur by phone if the student's presence at school poses a continuing danger to other students or school staff.

If necessary, the administrator will investigate the circumstances of the behavior and the student's explanation. The investigation will be completed within three days of the incident or within three days of when the school was notified of the incident. If appropriate, the administrator may issue a short-term suspension pending the investigation. If long-term suspension is recommended, the administrator will notify the student and parent(s) in writing of the reason for and length of the recommended suspension. This notice will include

information about the basis for the recommendation, the information that the school has to support the recommendation, and the disciplinary hearing process. A disciplinary hearing, known as the Discipline Review Meeting (DRM), will be held within 5 school days of the date that the recommendation for long-term suspension is issued. Extensions of this deadline may be made on a case-by-case basis, if necessary.

The Head of School will preside over the DRM. At the DRM, the administrator will share the information relied on to support the recommendation for long-term suspension. The student and parent(s) will be given an opportunity to fully respond to the information shared by the administrator and to present any additional information that they want the Head of School to consider. The student may be represented by an attorney.

The Head of School will notify the student and parent(s) in writing of the final determination on the next school day following the hearing.

Students who are suspended are not permitted on school grounds and can't attend school, related activities or events for the duration of their suspension.

Expulsion

The administrator may make a recommendation for expulsion. The Head of School makes the final decision after a disciplinary hearing is held with the student and parent(s). Once a recommendation for expulsion is made, the student will be suspended pending a hearing.

Before the administrator makes a recommendation for expulsion, he will meet with the student to discuss the behavior and give the student an opportunity to tell his/her side of the story.

During this meeting, the administrator will share with the student what the behavior of concern is and the information that the school has to believe the behavior occurred. The student will then be given a chance to share their side of the story and/or explain the behavior.

If the student's continued presence at school poses an immediate and continuing danger to other students or school staff, the administrator may suspend the student for the rest of that day and the following day without meeting with the student. However, before a recommendation for expulsion is issued, the administrator will meet with the student as outlined below. This meeting could occur by phone if the student's presence at school poses a continuing danger to other students or school staff.

If necessary, the administrator will investigate the circumstances of the behavior and the student's explanation. The investigation will be completed within 3 days of the incident or within 3 days of when the school was notified of the incident. If appropriate, the administrator may issue a short-term suspension pending the investigation.

If expulsion is recommended, the administrator will notify the student and parent(s) in writing of the reason for the recommended expulsion. This notice will include information about the

basis for the recommendation, the information that the school has to support the recommendation, and the disciplinary hearing process. A Discipline Review Meeting (DRM) will be held within 5 school days of the date that the recommendation for expulsion is issued. Extensions of this deadline may be made on a case-by-case basis, if necessary.

The Head of School will preside over the DRM. At the DRM, the administrator will share the information relied on to support the recommendation for expulsion. The student and parent(s) will be given an opportunity to fully respond to the information shared by the administrator and to present any additional information that they want the Head of School to consider. The student may be represented by an attorney.

The Head of School will notify the student and parent(s) in writing of the final determination on the next school day following the hearing.

Students who are expelled are not permitted on school grounds and can't attend school related activities or events for the duration of their expulsion.

Parent/Guardian Appeal Process for Disciplinary Actions

- If a parent/guardian disagrees with any of SEED PCS's disciplinary responses or the outcome of a Discipline Review Meeting, a parent/guardian can appeal either in writing, or by contacting the Executive Assistant to the Head of School via email hos@seedschooldc.org or by phone at (202) 248-3007 within 48 hours of the Discipline Review Meeting to request a meeting with the Head of School.
- Once the appeal meeting is scheduled all relevant documentation, including but not limited to student's behavior record, academic record, referrals and the parent's letter stating their specific concerns, will be forwarded and reviewed by the Head of School or the designee.
- You will be contacted within 48 hours following your appeal meeting by The Office of the Head of School with the final determination and reason for that determination.
- Parents/Guardians who are not satisfied with this determination may appeal to SEED PCS's Chair of the Board, Desa Sealy, at desasealy@gmail.com. This appeal must be made in writing within 5 calendar days of the final determination by the Head of School.
- Should any parent/guardian elect **not** to call the office of the Head of School to schedule an Appeal Meeting within 48 hours of the decision to dismiss, the decision to dismiss will be upheld by the Head of School.

Student suspensions are documented and maintained in SEED PCS's Student Information System – PowerSchool for all students. If requested, a high school student's behavioral record may be forwarded as part of the transfer of records and/or the college application and admissions process.

By request, parents are permitted to have a copy of the incident reports written by their own child, with redacted information (to protect the privacy of other students), and by the school

nurse.

Students with Disabilities

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

Removal for 10 or fewer school days in a school year

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

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

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

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

Disciplinary action that results in a student being suspended for more than 10 consecutive school days or 10 cumulative school days in a school year where the series of suspensions constitute a pattern resulting in a disciplinary change in placement. A disciplinary change in placement requires a manifestation determination to be made by the IEP team.

The following is required under these circumstances:

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

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

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

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

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

Hearing officer

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

Bully Prevention Policy

Bullying Prohibited

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

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

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

Administrators will make expectations clear to students and staff that bullying will not be tolerated and will be the grounds for disciplinary action up to and including suspension and dismissal for students. Retaliation against anyone who reports bullying provides information about an act of bullying, or witnesses an act of bullying is also prohibited.

Definitions

Bullying means any severe, pervasive, or persistent act or conducts whether physical, electronic, or verbal that:

May be based on a youth's actual or perceived race, color, ethnicity, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, intellectual ability, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intra-family offense, place or residence or business, or any other distinguishing characteristic, or on a youth's association with a person, or group with any person, with one or more of the actual or perceived foregoing characteristics; and

Can reasonably be predicted to:

- Place the youth in reasonable fear of physical harm to their person or property.
- Cause a substantial detrimental effect on the youth's physical or mental health.
- Substantially interfere with the youth's academic performance or attendance.
- Substantially interfere with the youth's ability to participate in or benefit from the services, activities, or privileges provided by an agency, educational institution, or grantee.

Retaliation

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

Investigations

SEED PCS will investigate and address all incidents of bullying that school personnel know or reasonably should have known are occurring. Incidents of bullying will be promptly investigated by the Director of Student Support Services or a designee. If the investigation reveals that bullying occurred, SEED PCS will take prompt and effective steps to end the bullying, eliminate its effects and prevent it from recurring.

Prior to the investigation of an incident, the Director of Student Support Services will take steps to ensure the safety of the alleged victim referenced in a reported bullying incident. Once an investigation is concluded, further steps will be taken as needed to assure the continued safety of the victim from additional incidents of bullying or retaliation.

Reporting Bullying

All staff members are required to report any bullying they witness or are made aware of. Staff members should immediately record all such incidents in accordance with school procedures for reporting behavior incidents and notify the Director of Student Support Services at swallace@seedschooldc.org or office 202-248-7773 x5046 or other administrators on duty.

Any student who believes that they have been the target of bullying or who is aware of bullying is strongly encouraged to promptly report the matter orally or in writing to the Director of Student Support Services at swallace@seedschooldc.org or office 202-248-7773 x5046, another administrator, or to any other faculty or staff member or member of SEED PCS with whom the student is comfortable speaking. Also, any student who is subject to retaliation in violation of this policy or who knows of another student who has been subject to retaliation is urged to report it as soon as possible.

A parent who witnesses or becomes aware of bullying /retaliation is strongly urged to promptly notify the Director of Student Support Services at swallace@seedschooldc.org or office 202-248-7773 x5046 or another administrator.

Anonymous Reporting

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

Investigation Procedures

If an incident of bullying or retaliation is reported, the Director of Student Support Services will respond quickly and appropriately to investigate and intervene. Complaints or reports of bullying/ retaliation will be investigated in an adequate, reliable, and impartial manner. Each investigation will include, as necessary, interviewing witnesses, obtaining documents, allowing the complainant, and accused to present evidence.

Within fifteen (15) school days of receiving a report of bullying, the Director of Student Support Services will conduct the investigation and respond to the parents of the students involved in writing, summarizing the course and outcome of the investigation and identifying an appropriate resolution. If it is determined that bullying has occurred, appropriate corrective and remedial action will be taken. SEED PCS will make determinations as to whether a reported incident constitutes bullying based on all of the facts and circumstances surrounding the incident. SEED PCS will use a preponderance of the evidence standard (i.e., more likely than not that bullying occurred) when resolving complaints.

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

SEED PCS will take steps to provide the complainant and accused with periodic updates on the status of the investigation. Once a determination has been made, SEED PCS will notify the complainant and accused about the outcome of the investigation, the result of any schools disciplinary proceeding that results and the appeal process. The Director of Student Support Services will determine if parents or guardians should be informed prior to or after the investigation of the incident.

SEED PCS may notify appropriate law enforcement agencies if school staff determines that the behavior cannot be safely and appropriately handled through school-based disciplinary action. Law enforcement agencies will be notified if mandatory reporting requirements are triggered.

Appeals

Any party who is not satisfied with the outcome of the initial investigation and response from SEED PCS may appeal in writing to the Head of School at hos@seedschooldc.org or 202-248-3007. Appeals must be made within 30 days of the conclusion of the initial investigation. The secondary investigation shall be completed within 30 days of receipt of an appeal unless: (1) circumstances require additional time to complete a thorough investigation; (2) the higher-level authority sets forth those circumstances in writing; (3) the additional time is not to exceed 15 days. The party not satisfied with the outcome shall be informed of his/her right to seek further redress under the Human Rights Act.

Sanctions and Remedies for Bullying

SEED PCS takes a tiered approach to respond to inappropriate behavior. The same approach will be taken when responding to bullying. SEED PCS's levels of discipline are designed to (a) appropriately correct the bullying behavior; (b) prevent another occurrence of bullying or retaliation; (c) protect the target of bullying; and are flexible and can be varied in method and severity based on: (i) nature of the incident; (ii) developmental age of the person committing the act at issue, and; (iii) any history of problem behavior from the person committing the act at issue. The Director of Student Support Services at swallace@seedschooldc.org or office 202-248-7773 x5046 will confer with the Discipline Review Team to determine what disciplinary consequences are appropriate.

Bully of any kind is a Level IV infraction in SEED PCS's Code of Conduct. The range of possible consequences are as follows: Referral, In-School/Out of School suspension, community removal (Student Life Programming Only) mediation, community/financial restitution, restorative practices, Discipline Review Meeting (resulting in possible Dismissal), or Student Conduct Agreement.

Bystander Policy

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

Student Cell Phone Policy

Students who have cell phones on campus are required to secure their devices during specified times and follow SEED PCS's cell phone procedures.

If a student's cell phone is unsecured:

- It will be confiscated and held until the end of the week. Upon checkout, the parent/guardian may retrieve the cell phone.
- If a student's cell phone is unsecured a second time, it will be confiscated and held, parents/guardians will be notified and will be asked to set up a meeting with an administrator before the device can be returned.
- The third time a student has a cell phone unsecured, it will be confiscated and all cell phone privileges will be revoked.

At no time should ANY student have a cell phone unsecured, on, visible, or making noise in the hallways, bathrooms, classrooms, etc., outside of specified times.

SEED PCS is not responsible for lost, broken, or stolen cell phones, or for cell phones that SEED PCS confiscates as a result of students violating this cell phone policy. No monetary reimbursement will be given.

Electronic Devices, Toys, Games, and Gadgets

Students will be given access to the use of SEED PCS technology throughout the academic year. The information network of SEED PCS represents powerful educational resources that allow students to find information anywhere in the world. Students can connect to educational resources, businesses, universities, libraries, other schools, and students around the world.

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

Before a student can access the Network, his or her parent/guardian must sign a statement acknowledging that they are aware of the proper procedures. Students and parents/guardians understand that computer activity can be monitored by SEED PCS and that disciplinary actions can be taken in the case of violations to this Information Network Access Policy.

If SEED PCS property is stolen, damaged, or misplaced, students will be responsible for reporting the loss to an administrator. Students will be responsible for all or part of the repair or replacement cost and may be subject to consequences and/or loss of privileges in the event of negligence. An account hold will be placed on the students account until payment is received.

Behavior on the Network/Internet

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

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

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

Student Acceptable Use Policy (non-Chromebook)

Educational Purposes:

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

Student Internet Access:

- If the school leadership permits students to have a SEED PCS email account through the school's Gmail domain, @student.dc.seedschooldc.org. High school students will need the approval of their parent/guardian to be issued an individual account.
- If approved by the school leadership, students may create a personal web page on SEED PCS Network. All material placed on web pages must be pre-approved in a manner specified by the School. Material placed on web pages will relate to education and career preparation activities.
- SEED PCS can set up restrictions to access the whole school computer network or some of its resources, included but not limited to the Internet. This is based on the school's educational programs or based on the disciplinary standing of a particular student.

Access Times Students will not:

- Use a computer that is on a staff member's desk, in a faculty/staff room, or that a teacher or staff member uses as his/her main computer at any time.
- If students use the computers in the morning, he/she will only use them for academic purposes. If students use the Internet at this time, he/she will only use it to access news or other education sites.
- Students will only use the computers during class-time or Student Lifetime while a staff member is supervising.
- SEED PCS may restrict, through the setup of the Network, to what computers and at what times students will be able to access its resources.

Unacceptable Uses Personal Safety - Students will not:

- Post personal contact information about themselves or other people.
- Agree to meet with someone he/she has met online without parent/guardian approval.
- Access/observe chat rooms or talk sessions unless supervised by staff for an educational purpose.

Illegal Activities - Students will not:

- Attempt to gain unauthorized access to SEED PCS Network or to any other computer system through SEED PCS Network or go beyond authorized access. This includes attempting to log in through another person's account or access another person's files or Network resources. These actions are illegal, even if only for the purpose of "browsing."
- Make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses or by any other means. These actions are illegal.
- Use SEED PCS Network to engage in any other illegal activities.
- Use school computers to store music, pictures, games, or other electronic media, In case this is requested for a specific assignment, the student will have to obtain prior authorization from the instructor for whose assignment this action is required.

System Security - Students will:

- Take all reasonable precautions to prevent others from being able to use his/her account. Under no conditions will students provide his/her password to another person.
- Immediately notify a teacher or the system administrator if he/she has identified a possible security problem. Do not go looking for security problems, because this may be construed as an illegal attempt to gain access.
- Avoid the inadvertent spread of computer viruses.
- Not attempt to circumvent any filtering or management controls.

Inappropriate Language/Material – Students will not:

- Use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language on web pages or any technology-based communication.
- Post information that could cause damage or pose a danger of disruption.
- Knowingly display offensive messages, pictures, or other material or sexually-oriented material.
- Engage in personal attacks, including prejudicial or discriminatory attacks.

- Harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If a student is told by a person to stop sending messages, he/she will stop.
- Knowingly or recklessly post false or defamatory information about a person or organization.
- Use SEED PCS Network to access material that is profane or obscene (pornography), that advocates illegal acts, or that advocates violence or discrimination towards other people (hate literature).
- Mistakenly access inappropriate information without immediately telling a teacher or another school employee. This will protect students against a claim that intentionally violates this Policy.

Respect for Privacy – Students will not:

- Repost a message that was sent to them privately without permission of the person who sent them the message.
- Post private information about another person.
- Use another user's password or forge messages.
- Gain unauthorized access to the files, work, or folders of another user, or vandalize or attempt to vandalize the data or files of another user.
- Post anonymous messages.

Respecting Resource Limits – Students will:

- Not download files unless absolutely necessary and approved by a staff member. If necessary, students will download the file at a time when the Network is not being heavily used and immediately remove the file from the system computer.
- Not post chain letters or engage in "spamming," Spamming is sending an annoying or unnecessary message to a large number of people.
- Stay within the space quota for all servers.
- Subscribe only to high-quality discussion group mail-lists that are relevant to education or career development.

Hardware and Software – Students will:

- Learn how to use hardware and software properly. If students have questions, he/she will ask a teacher or the network administrator.
- Not abuse the hardware, and will not adjust, connect, or disconnect components.
- Be totally responsible for items he/she borrows.
- Take no or drink within 10 feet of computers, Chromebooks or desktops.
- Always honor copyright laws and licenses.
- Not install, change, copy, or delete software. This includes programs, add-ins, plug-ins, fonts, clip art, sounds, and supporting files.
- Take precautions against viruses.
- Not attempt to circumvent any software controls.
- Not connect peripherals to school computers, including but not limited to headphones, cameras (still or video), MP3 players (including iPod's and others), etc.

Networks and Servers — Students will not:

- Switch, install, or replace equipment from the original way they were set up by school personnel.
- Touch the hubs, routers, servers, or connectors, or plug or unplug wires.
- Create their own network servers.
- Publish material on the servers without the sponsorship of a SEED staff member. Only SEED staff may manage published content on the Network.

Intellectual Property:

- When students use someone else's work, he/she will give credit to the author. When a student does this, teachers will know which ideas are the students, and he/she won't be guilty of plagiarism. Plagiarism is "taking ideas or writings from another person and offering them as your own". Credit should always be given to the person who created the article or idea. The student who leads readers to believe that what they are reading is the student's original work when it is not is guilty of plagiarism.
- Students will respect the rights of copyright owners. Copyright infringement occurs when students inappropriately reproduce a work that is protected by copyright. If a work contains language that specifies appropriate use of that work, students will follow the expressed requirements. If students are unsure whether or not he/she can use a work, students should request permission from the copyright owner. Copyright law can be very confusing. If students have questions, he/she will ask a teacher.
- Students will not possess any data that might be considered a violation of these rules in paper, magnetic format (disk) or any other form.

Consequences of Violations:

- Students recognize that there will be consequences for violations of this policy. Consequences include but are not limited to: suspension/revocation of computer access, suspension/revocation of network access, suspension/ revocation of network privileges, and other legal action and prosecution by the authorities. These consequences can be reviewed from time to time by school administrators and made available for students and parents.

Student Network Rights - Free Speech:

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

Computer Devices:

- All students are permitted to use their SEED devices (Chromebooks, I pads, etc.) for academic and Student Life purposes. Students can complete assignments, surveys, quizzes, research, create presentations, complete assessments, etc. using this device in class or during Student Life programming at the discretion of the teacher(s) or Student Life faculty. Students should not be using this device to watch videos, movies, browse the Internet or GChat during instructional time unless the activity requires it. Any student who misuses their device during the academic day will have a conversation about appropriate technology use with the Dean. If it happens a second time, the use of a device may be taken away.

Personal Computer Device Acceptable Use Policy (PCDAUP)

In 2018-19, students enrolled in the 11th-12th grades may be issued a Chromebook computer by The SEED School of Washington, D.C. for instructional use. Your knowledge of the policies described below, as well as your support in helping SEED PCS in implementing these policies, is critically important. The following are the requirements that accompany our school issued Personal Computer Devices (PCD).

Terms of PCD Use Agreement

- Before a PCD can be issued to your child and before your child can bring a PCD home from school, (at this time 9th – 10th grades will not bring PCD home) you must sign and return the “PCD Use Agreement” form included here. Although there is no fee for the use of the PCS, students may be responsible for fees associated with lost or stolen PCD. The student will report any loss of PCD to the school and file an incident report. If the device is damaged or abused, a fee may also be incurred. It is important for you and your child to comply at all times with the SEED PCS PCD Acceptable Use Policy (PCDAUP).

Title

- SEED PCS has and shall at all times under this agreement maintain legal title to the PCD issued to its students. Your right of possession and use is limited to and conditioned upon your full and complete agreement with the terms of this PCD Use Agreement. All activity on the PCD, as well as any The SEED School of Washington, D.C. accounts, whether conducted at school or off-site, is subject to search by designated SEED PCS staff, in accordance with SEED PCS policy and applicable law.

Loss or Damage to PCD

- If a student’s PCD is deliberately damaged, lost, or stolen, the student must complete an incident report with SEED PCS staff and may be held responsible for the reasonable cost of repair or for its fair market value. Loss or theft of your PCD while on-campus must be reported immediately to the Technology Department at mstreet@seedschooldc.org and in no event later than the next school day after the occurrence. Additionally, you must complete an incident report within 48 hours of the loss or theft. If a PCD is stolen and you report the theft (by the next school day) and an incident report is filed, you may not be charged for a replacement. You may be charged the fair market value of the PCD if lost, stolen and not reported, deliberately damaged, or vandalized. Loss or theft of your PCD while off-campus must be reported immediately to the Technology Department (M. Street) and in no event later than the next school day after the occurrence. Additionally, you may have to complete a police report and an Incident report within 48 hours of the loss or theft. If a PCD is stolen and you report the theft (by the next school day) and a police and incident report is filed, you may not be charged for a replacement.

Loss or Damage

The SEED School of Washington, D.C. will not pay for loss, damage caused by, or resulting from the following:

- Dishonest, fraudulent, or criminal acts.

- Any loss to accounts, valuable documents, music or videos, records, or assignments and/or their effects by being missing on grades and or GPAs. Students are responsible for backing-up their own data either locally or on a network or cloud storage. A repair claim will only cover material issues with the device, not lost opportunities or data.
- Loss caused by your failure to use all reasonable means to protect the device that has been damaged.
- Disappearance not accompanied by an Incident report.
- The Principal and Director of Student Life have the final say in determining replacement and repair situations.

Repossession

- If you do not timely and fully comply with all terms of this PCD Use Agreement, including the timely return of the PCD, The SEED School of Washington, D.C. shall be entitled to declare you in default and seek all possible avenues to obtain possession of the PCD.

Term of Agreement

- Your right to use and possession of the PCD terminates not later than the last day of the school year unless earlier terminated by The SEED School of Washington, D.C. or upon a student's withdrawal from The SEED School of Washington, D.C.

Appropriation

- Your failure to timely return the PCD and the continued use of it for non-school purposes without the consent of The SEED School of Washington, D.C. may be considered unlawful appropriation of The SEED School of Washington, D.C. property.

Claim/Repair Procedures

- In cases of theft or disappearance, the school must be notified and an Incident Report should be created before a replacement device may be issued. This Incident Report should mention the loss of the device and the circumstances surrounding the loss. If a repair is needed due to accidental damage, please request this through the Technology Department (M. Street). At this time cosmetic damage will not be repaired if the PCD is operational. A loaner may be issued while your PCD is being repaired. Only a limited number of loaner Chromebooks are available, so receiving a loaner is not guaranteed.

Inappropriate Content

- Students and/or parents are not allowed to access, view, and or store inappropriate content or materials on PCDs.
- Inappropriate images, content, and language acquired due to the use of the device will result in disciplinary action.
- All activity on the PCD and any SEED PCS account, whether conducted at school or off-site, are subject to search as SEED PCS property.

Legal Propriety

- All PCD users will comply with trademark and copyright laws and all license agreements. Ignorance of the law is no excuse for violations of such laws or agreements. If you are unsure, ask the Technology Department (M. Street).

Legal Propriety

- Plagiarism is a violation of SEED PCS rules. Give credit to all sources used, whether quoted or summarized.

- This includes all forms of media on the Internet, such as graphics, movies, music, and text.
- Illegal downloading and distribution of copyrighted works are serious offenses that carry with them the risk of substantial monetary damages and, in some cases, criminal prosecution.
- No Loaning or Borrowing PCDs.
- Do not loan your PCD to other students.
- Do not borrow a PCD from another student.
- Do not share passwords or user names.

Unauthorized Access

- Access to another person's account or PCD without their consent or knowledge is considered hacking and is unacceptable.

Music, Video Games, or Programs

- Data storage will be through apps on the PCD, i.e., Google Docs, Drive, etc.
- Music is only allowed on the PCD at the discretion of the teacher.
- Sound should be muted at all times unless permission is obtained from the teacher for instructional purposes
- Students must provide their own headsets/ear buds for use with a PCD if allowed by SEED staff.

Transporting PCDs, if permitted

- It is recommended that you store and transport your PCD in a padded bag, sleeve, or case that is made for the device.
- PCDs should be carried inside a backpack when not in use whenever possible.
- Do not use the PCD while moving from class to class.

Charging Chromebooks, if required

- Students are expected to charge the Chromebook every night.
- If the Chromebook is not charged, a disciplinary infraction may be incurred and the student may lose the use of the PCD at the discretion of the teacher.
- In cases where the battery runs out during class, students may be able to connect their PCD to a power outlet in class at the discretion of the teacher.

Suggested ways to keep your PCD in returnable condition

- Avoid using any sharp object(s) on the PCD. The PCD can scratch, leading to the potential for needed repairs.
- PCDs can be cleaned with a soft, lint-free cloth. Avoid getting moisture in the openings. Do not use window cleaners, household cleaners, aerosol sprays, solvents, alcohol, ammonia, or abrasives to clean the PCD.
- Do not attempt to gain access to the internal electronics or try to repair a PCD. If a PCD fails to work or is damaged, report the problem to a SEED staff member or the Technology Department.
- Never throw or slide a PCD.
- Cords and cables must be inserted carefully into the PCD to prevent damage.
- PCDs may have a unique identification number and at no time should the numbers or labels be modified or removed.

- PCDs should never be left in an unlocked locker, on top of a locker, in an unlocked car, in an unsupervised area, or in a vehicle or location that is not temperature controlled.
- PCDs should be placed vertically or in a backpack/book bag to avoid putting any pressure on the screen.

PLEASE DO NOT ATTEMPT TO CONTACT DELL OR LENOVO SERVICE DIRECTLY FOR REPAIR QUESTIONS. PLEASE CONTACT THE SCHOOL. SEED PCS WILL HANDLE ALL REPAIRS.

Due Process

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

Limitation of Liability

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

Personal Student Property

Personal property includes, but is not limited to: individual residence rooms, lockers, purses, backpacks or other bags, iPods, cell phones, books, school supplies, personal pictures, room decorations, and other personal property and student possessions. Students are allowed to bring personal property onto the school campus and they do so at their own risk. Students should not bring valuables to campus.

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

Prohibited Item

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

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

Student Searches

Search and Seizure

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

Disciplinary Level Behaviors

Levels I and II behaviors are behaviors that are insubordinate or cause minor disruptions to the school environment but do not involve damage to school property or harm to self or others. These behaviors result in classroom/residential staff utilizing techniques and practices from SEED's Model of Care, that focus on teaching social skills includes the use of corrective strategies and corrective teaching so that teachers and Student Life faculty can manage minor student behaviors within their instructional and residential spaces.

Level III behaviors are behaviors that may require additional faculty support to implement interventions or strategies for a student. At this level, disciplinary responses may include but are not limited to, restorative justice conference/conversation, student support action plan, parent conference, etc. The goal is for students to learn to take ownership of their behavior(s), be active participants in changing the behavior, and repairing any harm done.

Level IV behaviors are behaviors that cause significant disruption to the academic and residential environment and/or school operations, destroy school property, or cause significant

harm to self or others. These behaviors result in administrative responses primarily conducted by the Principal, Director of Student Life and Dean of Students.

Level V behaviors are behaviors that are illegal, cause significant disruption to the school operation, or cause substantial harm to self or others. Disciplinary Responses for Level V behaviors will result in a Discipline Review Meeting at which time students will be considered for removal from SEED PCS. These behaviors will result in administrative responses conducted by the Dean of Students, Principal, and/or Director of Student Life.

Please note that should a disciplinary incident occur for which there is currently no level and/or there is a range of disciplinary responses, the Dean of Students, Principal, and/or Director of Student Life will assign an appropriate disciplinary level and response to the behavior.

<p>Level I: Behavior Infractions:</p> <ul style="list-style-type: none"> • Attending class without required class materials or equipment • Unauthorized eating in the classroom, residence hall room, or other unauthorized space • Refusal to keep living area neat and orderly • Refusal to complete and turn in assignments during class time, study hall or other scheduled time • Refusal to comply with staff instructions, classroom or school rules • Off task behavior that demonstrates disengagement from classroom learning (such as talking or playing) • Unauthorized presence in the hallway during class time • Tardy to class, program, or activity • Refusal to participate in class or programming • Refusal to follow dining hall routines
<p>Range Of Consequences: Loss of Kickboard dollars, redirection, reflection, restitution, behavior contract, call home, early lights out, the make-up of missed learning time and loss of privileges. While these consequences are implemented by classroom teachers and Student Life staff working directly with scholars, other school-based disciplinary response may occur as approved by the school administrative team.</p>
<p>Staff Oversight: Teachers, Student Life Counselors, Student Life Assistants, Overnight/Morning Student Life Assistants, and Support Staff</p>
<p>Level II: Behavior Infractions:</p> <ul style="list-style-type: none"> • Failure to follow SEED DC cell phone procedure • Non-compliance with the approved dress code • Sleeping during class, study hall, or scheduled time for reading

- Improper use of school equipment or materials
- Inappropriate campus phone usage (e.g., using cell phones outside of authorized time or without supervision)
- Profanity, abusive language and/or gestures (including “put-downs”, “joning,” derogatory remarks, and sexually explicit remarks)
- Running in hallways, classroom, residence hall, or other community spaces
- Throwing items in class, residence hall, or community setting
- Refusal to complete assigned Level I disciplinary responses
- Possession of or displaying inappropriate music, videos, images, posters, magazines (e.g., images or music that include profanity, nudity, or derogatory language).
- Possession of or displaying pornographic material via technology device.

Range of Consequences: loss of Kickboard dollars, redirection, reflection, restitution, behavior contract, call home, early lights out, make-up of missed learning time and loss of privileges. While these consequences are implemented by classroom teachers and Student Life staff working directly with scholars, other school-based disciplinary response may occur as approved by the school administrative team.

Staff Oversight: Teachers, Student Life Counselors, Student Life Assistants, Overnight/Morning Student Life Assistants, and Support Staff

Level III: Behavior Infractions:

- Failure to follow SEED DC cell phone procedure
- Non-compliance with the approved dress code
- Sleeping during class, study hall, or scheduled time for reading
- Improper use of school equipment or materials
- Inappropriate campus phone usage (e.g., using cell phones outside of authorized time or without supervision)
- Profanity, abusive language and/or gestures (including “put-downs”, “joning,” derogatory remarks, and sexually explicit remarks)
- Running in hallways, classroom, residence hall, or other community spaces
- Throwing items in class, residence hall, or community setting
- Refusal to complete assigned Level I disciplinary responses
- Possession of or displaying inappropriate music, videos, images, posters, magazines (e.g., images or music that include profanity, nudity, or derogatory language).

- Possession of or displaying pornographic material via technology device.

Range of Consequences: Conference with an administrator, communication with parent/guardian, community/financial restitution, public apology, detention, focus group, success plan, mediation, community/financial restitution, restorative practices, referral, In School Suspension, and community removal (Student Life Programming Only)

Staff Oversight: Dean of Students, Principal, Director of Student Life, and Overnight/Morning Student Life Manager

Level IV: Behavior Infractions:

- Fighting or assault or battery of any kind
- Bullying/Harassment of any kind (verbal, physical, sexual, hazing, cyber bullying, etc.), including retaliation against anyone who reports or participates in an investigation of bullying/harassment (See “Bullying/Harassment Policy.”)
- Knowledge of or involvement in arson
- Being off campus without permission
- Inappropriate sexual conduct (fondling of genitalia, engaging in any form of sexual relations)
- Possession or distribution of prescription medication
- Verbal, written or physical threats towards staff, school or peer
- Excessive horseplay (cause emotional distress or injury)
- Repeated pattern of violating Level III

Range of Consequences: Referral, In School/Out of School suspension, community removal (Student Life Programming Only) mediation, community/financial restitution, restorative practices, Discipline Review Meeting (resulting in possible Dismissal), Scholar Conduct Agreement Student Life

Staff Oversight: Dean of Students, Principal, Director of Student Life, and Overnight/Morning Student Life Manager

Level V: Behavior Infractions:

- Possession or use of a weapon, including but not limited to the following: air rifle, starter/pellet pistol, knife, gun, lighter, explosive devices, or any weapon that can be used to inflict serious bodily harm. Arson
- Possession, sale, distribution, or use of alcohol, drugs, controlled substances, or drug paraphernalia (See “Scholar Tobacco, Drug, and Alcohol Use Policy.”)
- Documentation of a repeated pattern of violating Level IV

Range of Consequences: Referral, Out of School Suspension, Community Removal (Student Life Programming Only), Discipline Review Meeting and consideration for Dismissal
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Staff Oversight: Dean of Students, Principal, Director of Student Life, and Overnight/Morning Student Life Manager

Students in grades 9 through 12 will not be suspended for violation of dress code or uniform rules, willful defiance, or behavior that occurs off school grounds and is not part of a school-sponsored activity unless the student willfully caused, attempted to cause, or threatened to cause bodily injury or emotional distress to another person.

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

Infractions involving the possession of a gun will result in dismissal from SEED PCS in accordance with The Gun-Free Schools Act of 1994.

SEED PCS may have to report Level IV and Level V incidents to various authorities (including but not limited to the DC Metropolitan Police Department, Colleges and Universities, and the District of Columbia Public Charter School Board) when the infraction is illegal and/or causes substantial harm to self or others. Referrals to law enforcement will be made as required by law or upon determination that the behavior cannot be safely and appropriately handled through school-based disciplinary action.

Disciplinary Responses

Administrative responses are reserved for the most serious behavior infractions (**Level III, Level IV and Level V**). SEED PCS provides a variety of instructional and restorative practices during the academic day and boarding program to motivate students, as well as, to teach students that appropriate behaviors represent the most efficient and effective means for attaining their goals.

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

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

Range of Consequences: Terms and Definitions

Referral: A documented report prepared by a staff member and a student for a Level IV or Level V behavior. Both students and staff are required to complete an Incident Report.

NON-DISCRIMINATION POLICY

General Statement of Policy

In accordance with Title VI of the Civil Rights Act of 1964 (“Title VI”), Title IX of the Education Amendments of 1972 (“Title IX”), Section 504 of the Rehabilitation Act of 1973 (“Section 504”), Title II of the Americans with Disabilities Act of 1990 (“ADA”), the Age Discrimination Act, and the DC Human Rights Act, SEED PCS does not discriminate on the basis of actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, political affiliation, source of income, or disability of any individual in admission or access to, or treatment in, its programs and activities.

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

Sherita Wallace
Director of Student Support Services
504 Coordinator and Title IX Coordinator
4300 C Street SE
Washington, DC 20019
(202) 248-7773 x5046
swallace@seedschooldc.org

Grievance Procedure for Reporting Complaints of Discrimination

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

Ms. Sherita Wallace
Director of Student Support Services
504 Coordinator and Title IX Coordinator
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The grievance procedures outlined below establish how complaints will be investigated and resolved. These grievance procedures are intended to provide prompt and equitable resolution of complaints. They do not bar individuals from filing claims in other forums to the extent permitted by state or federal law.

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

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

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

Step 1:

- Within 90 days of the alleged discrimination or harassment, written notice of the complaint must be filed with the individual designated above. If the complaint is being made against the designated individual above, the complaint can be submitted directly to the Head of School. The written notice must include the nature of the complaint, the date(s) of the occurrence, the desired result, and must be signed and dated by the person making the complaint.
- Upon receipt of the written notice of the complaint, the designated individual to whom the complaint was submitted will immediately initiate an impartial investigation of the complaint. Each investigation will include, as necessary, interviewing witnesses, obtaining documents, and allowing parties to present evidence. All documentation related to the investigation will remain confidential.
- Within thirty (30) business days of receiving the written notice of the complaint, the individual investigating the complaint will respond in writing to the complainant. The response will summarize the course and outcome of the investigation, and identify an appropriate resolution. If, as a result of the investigation, it is determined that discrimination has occurred, appropriate corrective and remedial action will be taken.

Step 2:

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

Step 3:

- If the complainant is not satisfied with the decision of the Head of School s/he may appeal through a signed written statement to the School Board of Trustees within ten (10) business days of the receipt of the Head of School's response. A statement of

appeal to the Board may be submitted to the Chair of the Board at desasealy@gmail.com, who will provide the statement to the Board. In an attempt to resolve the grievance, the Board shall review all relevant information and meet with the concerned parties and their representatives within thirty (30) days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within fifteen (15) business days of this meeting.

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

NOTIFICATION OF RIGHTS UNDER THE FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

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

Objectives of the Policy

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

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

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

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

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

Rights of Parents and Eligibility Students

Parents and eligibility students have a right to provide written consent before the school

discloses personally identifiable information from the student's educational record, except where FERPA authorizes disclosure without consent.

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

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

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

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

If the school does not comply with the amendment, the school must notify the parent and advise the parent of his or her right to a hearing. A hearing must be conducted within a reasonable time after the request and must be presided over by a disinterested official; the hearing must give students and parents, who may be represented by counsel at their own expense, a fair opportunity to present evidence. Even if the records are not amended, parents and students have the right to place a statement in the records commenting on the contested information.

Need a student's educational record? Submit a School Records Request with the Registrar.

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

When a student turns eighteen years old, enters a postsecondary institution at any age, or is

otherwise emancipated, the parents' rights transfer to the student.

When a student turns 18 years old or enters a postsecondary institution at any age, all rights afforded to you as a parent under FERPA transfer to the student ("eligible student").

However, FERPA provides ways in which a school may—but is not required to—share information from an eligible student's education records with parents, without the student's consent. For example:

- Schools may disclose education records to parents if the student is claimed as a dependent for tax purposes.
- Schools may disclose education records to parents if a health or safety emergency involves their son or daughter.
- Schools may inform parents if the student if he or she is under age 21, has violated any law or policy concerning the use or possession of alcohol or a controlled substance.
- A school official may generally share with parent information that is based on that official's personal knowledge or observation of the student.

Access to Records by School Officials

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

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

Access to Student Records by Other Educational Institutions

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

Law Enforcement

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

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

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

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

FERPA permits additional disclosures without consent as listed below:

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

In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4)) To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))

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

To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))

To parents of an eligible student if the student is a dependent for IRS tax purposes. (§

99.31(a)(8))

To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))

To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))

Information the school has designated as “directory information” if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))

To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student’s case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))

To the Secretary of Agriculture or authorized representatives of the and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

Release of Directory Information without Parental or Student Consent

The following information is considered directory information and may be released to parties outside the school, included in press releases, and provided to recruiters without parent or student consent:

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

Parents and eligible students can opt out of the release of directory information by making such a request in writing to the Office of Family and Community Engagement at admissions@seedschooldc.org.

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

Complaints

Complaints of alleged violations of FERPA can be sent to:

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

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

SPECIAL EDUCATION SERVICES

Special Education Department Mission

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

- Ensuring students have the support necessary so that they can access the general education curriculum and meet academic standards by providing targeted, specialized academic and behavioral instruction in settings that address the student’s disabilities and meet the needs of individual students.
- Communicating and collaborating with all staff as they implement research-based methods to positively impact students’ academic and behavioral progress.
- Providing expanded support to improve student self-advocacy with regard to their disabilities and to help students take advantage of opportunities tailored to their individual interests and needs.

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

- Ongoing parent involvement, interaction, and communication
- Multi-disciplinary evaluations and eligibility determinations
- Annual IEP reviews of IEP goals and Present Levels
- Specialized instruction both in and out of the general education classroom
- Related services provided by licensed and qualified providers (speech therapy, psychological counseling, or other services deemed necessary by the MDT)
- Appropriate accommodations and modifications

- Behavior Intervention Plans

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

Child Find

SEED PCS will identify, locate and evaluate enrolled students who either have or are suspected of having, disabilities and need special education as a result of those disabilities. SEED PCS may, as appropriate, attempt academic and/or behavior interventions prior to referring a student for an initial evaluation for special education. For additional information, see SEED's Child Find Policy on SEED's Website under Student Support Services. SEED's Child Find Policy is also available in the Office of Family and Community Engagement or by request to the Director of Student Support Services.

Special Education Evaluations

SEED PCS must have a parent's informed written consent and signature before it can conduct an initial evaluation to determine if your child is eligible for special education and/or related services. If a parent or legal guardian has concerns about his/her child's academic progress, please make a request in writing or verbally to the Director of Student Support Services at SEED PCS to convene a Student Evaluation Plan team meeting. A referral for an initial evaluation may also be made by the student if he/she is 18 years old, or a SEED PCS staff member. Upon receipt of a referral, an IEP team must meet to review existing data, information from the parent, pre-referral interventions and strategies, current classroom-based assessments, and observations by teachers and related service providers to determine whether to proceed with an initial evaluation for special education. A referral will be acknowledged in writing within three business days of the date that the referral is received. Reasonable efforts will be made to get parental consent for an initial evaluation within 30 calendar days of the date that the referral is received.

If an initial evaluation for special education is warranted, SEED PCS will conduct a comprehensive initial evaluation in all areas of suspected disability. In conducting the evaluation, SEED PCS will follow the evaluation procedures set forth in the Individuals with Disabilities Education Act. 34 CFR § 300.304 through 300.311. SEED PCS completes all special education evaluations and convenes the Multidisciplinary Team meeting to determine eligibility within 60 calendar days of receiving consent. If a student is determined eligible for special education services, an initial IEP will be developed within 30 calendar days of the eligibility determination.

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

the parent agree otherwise.

Determining Student Eligibility for Special Education Services

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

Transition Services

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

Least Restrictive Environment (LRE)

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

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

education services than what can be provided at SEED PCS, SEED PCS will request assistance from OSSE, with regard to placement.

Under OSSE's Policy and Procedure for Placement Review, if OSSE's assistance is requested to determine an appropriate placement for a student, a 30-day review process will take place in which OSSE reviews the student's educational records, interviews school staff and relevant MDT members, and an MDT/change in placement meeting is held. At the change in placement meeting, OSSE will issue a recommendation regarding whether it believes the student is in need of a more restrictive placement. Ultimately the decision is made by the MDT at the change in placement meeting. If it is determined by the MDT that the student requires a change in placement, OSSE will choose the specific school location within 10 business days from the date of that decision.

Notifying Parents/Guardians and Students of Progress towards IEP Goals

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

Notice to Parents/Guardians

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

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

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

Parent/Guardian Requests

- A Parent has the right to request that a Multidisciplinary Team meeting convenes with their child's special education team at any time.
 - Please contact Sherita Wallace at 202-248-7773 x5046.
- A Parent has the right to request a copy of the Procedural Safeguards at any time. The Procedural Safeguards is a document that is designed to help parents and students understand their rights under the reauthorization of the Individual with Disabilities Education Improvement Act Amendments of 2004 (IDEA).
- A Parent has the right to request a Due Process Hearing regarding any concerns that a free appropriate public education is being denied to their child.

To request a hearing the Parent may contact:

The Office of Dispute Resolution
1050 First Street, NE, Third Floor
Washington, D.C. 20002,
Phone: (202)-698-3819

SEED PCS has a right to conduct a Resolution meeting with the Parent within 15 days of the date that the Parent/Guardian files a request for a Due Process Hearing to attempt to resolve the issues and concerns raised in the Parent's Due Process Complaint.

SEED PCS has an additional 15 days to perform the agreed upon resolution. The Parent may request mediation as an alternative to a hearing or in addition to a hearing.

A Due Process Hearing must be conducted and a decision must be rendered within 75 days **from the date that the Parent/Guardian requests a hearing**. The Parent has a right to be represented by legal counsel and the Office of Dispute Resolution can provide with the names of free or low cost legal representatives.

Discipline

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

Removal for 10 or fewer school days in a school year

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

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

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

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

Disciplinary action that results in a student being suspended for more than 10 consecutive

school days or 10 cumulative school days in a year where the series of suspensions constitute a pattern result in a disciplinary change in placement. A disciplinary change in placement requires a manifestation determination to be made by the IEP team.

The following is required under these circumstances:

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

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

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

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

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

Hearing officer

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

SECTION 504 POLICIES

Introduction

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

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

Section 504 Defined

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

The Section 504 regulations require SEED PCS to provide a "free appropriate public education" (FAPE) to each qualified student with a disability who is in the school district's jurisdiction, regardless of the nature or severity of the disability. Under Section 504, FAPE consists of the provision of regular or special education and related aids and services designed to meet the student's individual educational needs as adequately as the needs of nondisabled students are met.

Eligibility Criteria

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

What is Physical or Mental Impairment?

- Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the body systems – neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular, reproductive,

digestive, genitor-urinary; hemic and lymphatic; skin and endocrine.

- This definition includes such diseases and conditions as orthopedic, visual, speech and hearing impediments, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, attention deficit disorder (ADD), acquired immune deficiency syndrome (AIDS), and human immune deficiency virus (HIV+).
- Any mental or psychological disorder such as but not limited to mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

What is the meaning of Substantial Limitation?

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

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

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

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

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

What are Major Life Activities?

Major life activities include, but are not limited to, activities such as caring for oneself,

performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working.

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

Student Identification and Referral

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

What to be on the lookout for:

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

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

Identification and referral procedures:

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

If the MTSS determines that an evaluation is warranted, SEED PCS will inform the parent or guardian of this decision and request consent to evaluate the student using the Notice of

Referral/Request for a Consent Form. The parent or guardian will also be provided with a copy of the Notice of Parental Rights.

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

504 Team

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

Student Evaluation:

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

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

In general, the 504 evaluations should:

Include materials, tests, or evaluation procedures, as necessary, that are:

- Validated for the specific purpose for which they are used;
- Administered by trained personnel in conformance with the instructions provided by their producer;
- Tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient;
- Selected and administered so as best to ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure).

Be based on information from a variety of sources, i.e. teachers, other school staff members, parent/guardian, physician, nurse, and any other knowledgeable professionals.

- Document and consider all available pertinent information, i.e. records, assessment data or medical reports related to the suspected physical or mental impairment, which may be substantially limiting a major life activity; and
- Be conducted by a group of people, including those who are knowledgeable about the child, the suspected disabling condition, evaluative procedures, the meaning of evaluative data, and accommodation/placement options.

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

Reevaluations are required periodically and should occur at least every three years or sooner when appropriate. Reevaluations must also occur prior to any significant change in placement whether for disciplinary reasons or otherwise.

504 Plan/Placement:

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

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

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

nondisabled students in such activities and services to the maximum extent appropriate to the needs of the disabled student in question.

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

FAPE

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

Review of the Student’s Progress

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

Procedural Safeguards:

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

Anyone with questions about SEED PCS’s Special Education Services and/or Section 504 process may contact the Director of Student Support Services at (202) 248-7773 x5046.

GRIEVANCE PROCEDURE POLICY

PARENT/GUARDIAN GRIEVANCE PROCEDURE

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

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

Parents/Guardians who are not satisfied with this determination may appeal to SEED PCS's Chair of the Board, Desa Sealy, at desasealy@gmail.com. This appeal must be made in writing within 5 calendar days of the final determination.

EMPLOYEE GRIEVANCE PROCEDURE

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

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