

Discipline Policy

Leaders and teachers at Capital Village treat challenging behaviors as learning opportunities for both students and teachers. Students, leaders and teachers work as a team to identify root causes of challenging student behavior and conflict. From a growth mindset perspective, students and adults understand that changing behavior is a teaching and learning process that takes repeated practice and growth over time. Therefore, “leaders and teachers identify consequences that give students opportunities to own their mistakes, repair harm to individuals and the learning environment, and to rejoin the learning community”¹ All staff will be trained in restorative practices, restorative communication and logical consequences.

Tier I Behaviors

Tier I behaviors cause minor disruptions to the academic environment but do not involve damage to school property or harm to self or others. Tier I behaviors are behaviors like:

- Failing to comply with classroom and school rules;
- Failing to participate in learning or classroom activities;
- Misusing educational materials;
- Initiating or participating in verbal confrontations with other students or adults
- Using profane or crude – “non-academic” – language;
- Off-task behaviors that disrupt, or interfere with classroom learning;

Responsive & Logical Consequences: *When students engage in Tier 1 behavior, restorative practices and logical consequences designed to focus on modifying student’s inappropriate behavior may include interventions like:*

- Verbal and non-verbal redirections and reminders
- Quick break inside the classroom
- “Fix-it” – teacher guides student in adjusting behavior repairing harm, like apologizing to a student or reentering the classroom appropriately
- Re-modeling, re-teaching, and rehearsing expected behavior
- Restorative conversation with teacher
- Parent/family contact
- Peer mediation or restorative circles
- Loss of privilege or confiscation of inappropriate items
- Any other corrective strategy that maximizes the student’s opportunity to remain engaged in the instructional setting.

¹Core Practice 2017, EL Education

Tier II Behaviors

Tier II behaviors are more significant than Tier I behaviors, primarily because cause disruption to the academic environment, involve damage to school property, or may cause minor harm to self or others. Tier II behaviors are behaviors like:

- Repeated name-calling, gossiping, or using gestures in an attempt to intimidate
- Intentional Misuse of School Equipment/Supplies/Facilities
- Unauthorized use of portable electronic devices during school hours
- Non-compliance with approved dress code/uniform policy
- Taking or concealing another's property without permission
- Leaving classroom without permission
- Refusing to comply with school rules or directives given by adults in the school
- Inappropriate or disruptive physical contact between students
- Directing profanity or obscene/offensive gestures toward staff members
- Documented Pattern of Persistent Tier I Behavior

Responsive & Logical Consequences: *When students engage in Tier 1 behavior, restorative practices and logical consequences designed to focus on modifying student's inappropriate behavior may include interventions like:*

- Tier I Behavior Consequences at the discretion of the Capital Village staff
- Student to Student mediation
- Student to Teacher mediation
- Community Service Project
- Peace Circles: a small group process to for addressing conflict and repairing harm
- Referral to Mentor or trusted adult
- Parent/family conference with School Counselor

Tier III Behaviors

Tier III behaviors are more significant than Tier I or II behaviors, primarily because they have the potential to cause harm to oneself or others. These behaviors cause major disruption to the academic environment, involve damage to school property, or may cause serious harm to self or others. Tier III behaviors are behaviors like:

- Fighting, physically harming or threatening another person, either in person or electronically
- Bullying others, either in person or electronically, by using intimidation, harassment, threats, sexually suggestive comments, or teasing
- Harassing others by using language or gestures that are demeaning to a person's race, ethnicity, gender, sexuality, religion, language, ability, political affiliation, source

of income, status as a victim of an intrafamily offense, or place of residence or business, including derogatory sexual language or family background

- Removing or destroying school property
- Displaying or possessing a fake weapon
- Possession, use, or distribution of tobacco, alcohol, marijuana, controlled dangerous substances, imitation controlled substances, inhalants, other intoxicants, or drug paraphernalia
- Unauthorized possession, use, or distribution of over-the-counter medication
- Engaging in sexual acts on school premises or at school-related functions
- Vandalism/destruction of property
- Leaving school without permission
- Academic dishonesty, including forgery, lying to or giving misleading information
- Documented pattern of persistent Tier II behavior

Responsive & Logical Consequences: *When students engage in Tier 1 behavior, restorative practices and logical consequences designed to focus on modifying student's inappropriate behavior may include interventions like:*

- Tier I/Tier II Behavior consequences at the discretion of the Capital Village staff
- Community Service: repair of harm done to property or school community
- Long-term counseling and/or behavior intervention plan
- Parent/Family conference with school administration
- Suspension and reinstatement conference and action plan

Suspension and/or Expulsion²

Most offenses will result in the use of restorative practices and logical consequences and Capital Village does not have "Zero Tolerance" policies. The Culture and Climate team will evaluate each case individually and decide on the best action. Capital Village is in compliance with the [Student Fair Access to School Amendment Act of 2018](#) and will only use suspension as an option in cases that involve:

- "Emotional distress" means mental suffering or distress that requires more than trivial treatment or counseling.
- "Bodily injury" means a cut, abrasion, bruise, burn, or disfigurement; physical pain; illness; impairment of the function of a bodily member, organ, or mental faculty; or any other injury to the body, no matter how temporary.

² Adapted, with permission, from Capital Village Public Charter School



Additionally, the following behaviors immediately warrant an expulsion review and due process procedures:

- Use, possession, or bringing to school a loaded or unloaded firearm, as defined in 18 U.S.C. § 921 (2000), including but not limited to pistols, blank pistols, starter pistols, revolvers, rifles, and shotguns;
- Any behavior that violates the Gun-Free Schools Act
- Arson;
- Biohazard;
- Bomb threat

Students in grade grades 6 through 8 will not be suspended for more than 10 consecutive school days at a time unless the student is facing expulsion. No student will be suspended for more than 20 cumulative days in the school year unless the student is facing expulsion or the Head of School provides written justification to the parent describing why exceeding 20 days is a more appropriate disciplinary action than alternative responses. An exception to the 20-day limit may also be made where the student's conduct necessitated an emergency removal and the Head of School provides a written justification for the emergency removal to the parent.

Prior to issuing the suspension, the school leader will meet with the student, notify the student of what he/she is accused of doing and the information that the school has to believe that the student engaged in such behavior, and give the student an opportunity to present his/her side of the story or explanation for his/her behavior. After this meeting, the school leader will issue written notice to the parent detailing the length of and reason for the suspension. For students facing suspension of more than 5 days, including expulsion, the school leader will meet with the student, notify the student of what he/she is accused of doing and the information that the school has to believe that the student engaged in such behavior, and give the student an opportunity to present his/her side of the story or explanation for his/her behavior. If necessary, the school leader will conduct an investigation into the circumstances of the student's behavior and any explanation provided by the student.

At the school leader's discretion, the student may be suspended pending the results of this investigation and recommendation for further disciplinary action from the school leader. School staff will make an attempt to complete the investigation within 3 school days, but in some cases, the investigation will require additional time.

After the meeting with the student and any investigation, the school leader will issue written notice to the parent with a recommendation for long term suspension or expulsion



and the reason for this recommendation.

This notice will explain the information that is being relied on as a basis for the recommendation. Within 5 school days of the recommendation for long term suspension or expulsion, a hearing will be held to make a final determination about the disciplinary action proposed. The student will be suspended pending the results of the hearing. At the hearing, the school leader, or designee will present the information relied on to support the recommended disciplinary action; the student will be given an opportunity to fully respond to that information; the student may be represented by an attorney; and the student may present any information that he/she wants considered.

In most cases, the Head of School will act as the impartial decision maker at this hearing. In cases where the Head of School cannot serve as the impartial decision maker, an impartial decision maker will be appointed by the Head of School to hear all of the information presented and make a final decision about the proposed disciplinary action. Within two school days after the hearing, the decision maker will notify the parent in writing of the final determination and reason for that determination.

Capital Village will provide a plan for continuing the education for any student who is suspended. That plan will ensure that the student continues their studies, receives all assignments during the suspension, can communicate with school staff about the assignments, and has the opportunity to make up any work missed during the suspension if the student cannot complete it during the suspension.

Depending on the situation, a student may receive an in-school suspension or an out-of-school suspension. In-school suspension is defined as temporarily removing a student from the student's regular class schedule as a disciplinary consequence, during which time the student remains on school grounds under the supervision of school personnel who are physically in the same location. Out-of-school suspension is defined as temporary removal of a student from school attendance to another setting for disciplinary reasons, during which time the student is not under the supervision of school personnel, and is not allowed on school grounds. Staff will consider whether behavior can be safely and appropriately handled through school-based disciplinary action before involving law enforcement, except where referrals are required based on mandatory reporting requirements.

The suspension or expulsion shall become effective immediately unless otherwise stated by the school leader. When a student is suspended, a parent is required to pick the child up from the school. At times, parents will need to pick a suspended child up before the school day is complete.

Right to Appeal

The pupil/family shall have the right to appeal a decision to suspend or expel the student. The request to appeal must be made in writing and shall be submitted to the Head of School within fifteen business days of being made aware of the decision to suspend or expel the student. The appeal shall be heard by the Student Services Committee within thirty days of receipt of the appeal. If decision to suspend or expel is upheld and the pupil/family is still dissatisfied with the decision, they may request one final appeal to the Capital Village Board of Directors. The request to appeal must be made in writing and shall be submitted to the Board of Directors within fifteen business days of being made aware of the decision to uphold the suspension or expulsion of the student. The appeal shall be heard by the Board of Directors within thirty days of receipt of the appeal.

Equitable Implementation of Behavior Policies

- Research shows that “inconsistent disciplinary administration within schools can inequitably impact students’ access to education by separating certain students from familiar learning environments, especially in misconduct cases that result in longer-term removal.” In order to ensure that there are no disparities in our discipline policy, discipline data disaggregated by subgroups and classes will be analyzed in academic leadership team meetings monthly.

As stated in the Individuals with Disabilities Education Act (IDEA) of 2004, any student with a disability will be disciplined according to those guidelines if consequences include out-of-school suspension for more than ten days or expulsion. A manifestation determination review will be held to determine if the student’s disability caused the punishable offense. If so, a student cannot be given a long-term consequence for a behavior that was a manifestation of his/her disability. Capital Village also will employ the Response to Intervention (RTI) strategy to ensure both that students with disabilities are identified, and that all students in the school receive appropriate responses to their behavioral needs.

Admission Preference Policy

Capital Village PCS participates in the My School DC common lottery system and offers the following admission preferences in this order:

1. Capital Village gives preference in admission to an applicant who is a child of a member of the public charter school's founding board so long as enrollment of founders’ children is limited to no more than 10% of the school's total enrollment or to 20 students, whichever is less.
2. Preference in admission is given to an applicant who is a child of a member of the public charter school's full-time staff so long as enrollment of employees’ children is limited to no more than 10% of the school's total enrollment or to 20 students, whichever is less.
3. Capital Village gives enrollment preference to a student who has a sibling currently attending the school.
4. Capital Village gives enrollment preference to the twin of a student who has matched in the lottery or offered a seat from the waitlist
5. Capital Village gives enrollment preference to the sibling of a student who has matched in the lottery or offered a seat from the waitlist.

Capital Village Policies

GRIEVANCE

Capital Village is a community school and believes that all employees, students, parents, and visitors have the right to advocate for their needs and voice their complaints or grievances about matters pertaining to the school. If a parent/guardian has a concern or disagreement about a classroom event, curricular decision, or other academic issue, the parent/guardian should first contact the teacher to attempt to resolve the disagreement through informal discussion. If the conflict is not adequately resolved, the parent/guardian should request a meeting with the Head of School for a follow up conversation. If the situation is not adequately resolved, the following grievance procedures should be employed:

Issues of Grievance

The Capital Village grievance process should be used as follows: (1) to deal with complaints and concerns pertaining to educational environment, employment arrangements, or interpersonal conflicts; and (2) to resolve complaints of discrimination and harassment based upon race, color, national origin, sex, age, disability, religion, personal appearance, sexual orientation, gender identity or expression, or otherwise.

Who May Grieve

The procedures set forth below may be used by grievants who are employees, students, parents, or visitors.

Informal Grievance

Because most difficulties can be resolved by communicating a concern to someone, grievants are encouraged to discuss their concern or harassment complaint promptly and candidly with the student's teacher, their immediate supervisor, or the Head of School.

The grievant is not required to attempt to resolve his or her complaint informally prior to initiating a formal grievance.

Formal Grievance

Within ninety (90) days of encountering the issue or complaint that is the subject of the grievance, a grievant shall file a written notice with the Head of School. Grievants may use the Grievance Form, which is available online from the school website, or from the Head of School.

The written notice shall identify the nature of the complaint, the date(s) of occurrence, and the desired result, and shall be signed and dated by the person filing the grievance. In the event a grievance is being filed by the legal guardian or parent of a student, the student and the legal guardian and/or parent shall sign and date the grievance. The Head of School can be reached at the contact information provided below.

The Head of School will immediately initiate an adequate, reliable impartial investigation of the grievance. Each formal complaint will be investigated, and depending on the facts involved in each situation, will be decided after receiving information from the appropriate individuals. Each investigation will include interviewing witnesses, obtaining documents, and allowing parties to present evidence.

All documentation related to the investigation and discussions held in this process are considered extremely confidential and are not to be revealed to or discussed by any participant with, persons not directly involved with the complaint, with its investigation, or with the decision-making process. This provision does not include discussions with governmental authorities.

Within thirty (30) business days of receiving the written notice, the Head of School shall respond in writing to the grievant (the "Response"). The Response shall summarize the course of the investigation; determine the validity of the grievance and the appropriate resolution. If, as a result of the investigation, harassment, or a valid grievance is established, appropriate corrective and remedial action will be taken.

Appeals

If the grievant is not satisfied with the Response, the grievant may appeal in writing to the Chair of the Board of Directors within thirty (30) days of the date of the Response summarizing the outcome of the investigation. The written appeal must contain all written documentation from the initial grievance and the grievant's reasons for not accepting the Response. The appeal, in letter form, may be submitted to the Head of School, who will relay it to the Chair of the Board of Directors, or to the Chair directly.

Within twenty-one (21) days from receiving the written appeal, the Chair of the Board of Directors will respond in writing to the appellant as to the action to be taken and the reasons therefore.

Prohibition Against Retaliation Capital Village pledges that it will not retaliate against any person who files a complaint in accordance with this policy or any person who participates in proceedings related to this policy.

In addition, Capital Village will not tolerate any form of retaliation against any person who makes a good faith report or complaint about perceived acts of harassment, discrimination, or concern, or who cooperates in an investigation of harassment, discrimination, or a concern. Any person who is found to be engaging in any kind of retaliation will be subject to appropriate disciplinary action.

Modification Capital Village may approve modification of the foregoing procedures in a particular case if the modification (a) is for good cause, and (b) does not violate due process rights or policies of Capital Village.

Contact Information

Monica Green, Head of School
mgreen@capitalvillageschools.org
202-670-1516

Christopher Purdy, Board Chair
cpurdy@capitalvillageschools.org

NON DISCRIMINATION 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"), and the Age Discrimination Act of 1975 ("The Age Act"), and the District of Columbia Human Rights Act of 1977, applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Capital Village are hereby notified that Capital Village does not discriminate on the basis of race, color, national origin, sex, age, disability,

marital status, personal appearance, sexual orientation, gender identity or expression, family status, family responsibilities, matriculation, political affiliation, genetic information, source of income, status as a victim of interfamily offense, or place of residence or business in admission or access to, or treatment or employment in, its programs and activities.

Students, parents and/or guardians having inquiries concerning Capital Village compliance with Section 504, ADA, Title VI, Title IX, the Age Act, and/or D.C. Human Rights Act as they apply to students, employees or third parties or who wish to file a complaint regarding such compliance should contact: Michale Lindon, Director of Student Services at mlindon@capitalvillageschools.org has been designated by Capital Village to coordinate its efforts to comply with the regulations implementing Section 504, ADA, Title VI, Title IX, the Age Act, and the D.C. Human Rights Act.

FEDERAL NOTIFICATIONS

Title I School

Title I of the federal Elementary and Secondary Education Act (ESEA) is designed to help close the achievement gap between low income and minority students and their peers. If more than 40% of Capital Village students are eligible for free or reduced price lunch, the school will be considered a Title I school as defined by the law and receives ESEA funds.

Parents' Right to Know—Teacher and Paraprofessional Qualifications

Parents of Title I students may request certain information from the Front Office on the professional qualifications of the student's classroom teachers and paraprofessionals providing services to the child.

Parents' Right to Know—Non-Highly Qualified Teachers

Parents of students who are taught for four or more consecutive weeks by a teacher who is not highly qualified will be notified by the school.

Family Involvement Policy

Capital Village is a community school where parents are partners. Capital Village recognizes that family involvement is vital to achieve maximum educational growth for students in Title I programs. Therefore, in compliance with federal parental involvement requirements, Title I schools will meet with families to provide information regarding their school's participation in the Title I program and its requirements.

Capital Village will ensure that such meetings are held annually and at a convenient time. All parents shall be invited to attend. Title I funds may be provided for transportation, childcare, home visits, or other parental involvement services, as appropriate. Capital Village will ensure equivalence among schools in teachers, administration, and other staff and in provisions of curriculum materials and instructional supplies.

Parents will be informed of their right to be involved in the development of this Capital Village family involvement policy and the overall schoolwide plan. This family involvement policy will be developed, agreed upon, and reviewed annually with families. Capital Village will ensure:

- Involvement of families in the development of the Capital Village overall schoolwide plan and the process of school review and improvement.
- Coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective family involvement activities to improve student academic achievement and school performance.
- Development of activities that promote the schools' and families' capacity for strong parent involvement.
- Coordination and integration of family involvement strategies with appropriate programs, including the requirements of other federal title programs, as provided by law.
- Barriers to participation by families who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority are identified.
- Findings of annual evaluations are used to design strategies for more effective family involvement and to revise, if necessary, the requirements of this policy.
- Involvement of families in the school activities and are provided a flexible number of meetings.

- Designation of a minimum of 1 percent of the Title I, Part A allocation for family involvement.
- Provision of the policy to families in an understandable and uniform format and, to the extent practicable, in a language the families can understand. The policy will also be made available to the local community.

Notification of Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the Capital Village ("School") receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the School to amend a record should write to the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are: Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202. FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. Capital Village may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student

A. To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met.

B. To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. Capital Village will forward such records upon request.

C. 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.

D. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary 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.

. 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.

F. 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.

G. To accrediting organizations to carry out their accrediting functions.

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

I. To comply with a judicial order or lawfully issued subpoena. To appropriate officials in connection with a health or safety emergency

J. To an agency caseworker or other representative of a State or local child welfare agency or authorized tribal organization when that organization is legally responsible for the care and protection of the student, pursuant to the Uninterrupted Scholars Act of 2013.

K. Information the school has designated as "directory information" unless the parent or student over the age of 18 notifies the school in writing that they do not wish for directory information to be disclosed without prior consent. Directory information at Capital Village includes:

- a. Student Name, Mailing Address and Telephone Listing
- b. Photograph
- c. Date and Place of Birth

- d. Participation in Officially Recognized Activities and Sports
- e. Weight and Height of Members of Athletic Teams
- f. Honors and Awards Received
- g. Major Field of Study
- h. Dates of Attendance, Grade Level, and Enrollment Status
- i. Most recent prior school of attendance
- j. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot and will not be used for this purpose.)

ATTENDANCE

Attendance is critical to every student's success at Capital Village. Therefore, we expect students to attend school every day, arrive on time, and leave on time. For all Capital Village students, class starts at 8:30. Students may arrive between 8am and 8:30 for health checks and breakfast. Students who arrive after 8:30 are considered late. Dismissal is at 2:30 during the 2020-2021 school year.

Attendance will be taken during distance learning in the event that COVID-19 impacts in-person learning. Students are expected to log on to class and/or blended learning tools by 8:30 am and will be checked-in by the child's homeroom teacher. The homeroom teacher will call or text parents of students utilizing our virtual learning option who is not checked in by 8:30. Capital Village will update its attendance policy for distance learning if this becomes necessary. Capital Village will email and mail a physical copy of the updated distance learning attendance policy.

Attendance will be recorded in each classroom shortly after the beginning of the school day. An absence is defined as attending less than 80% of a school day. If a student is absent with a valid reason, parents or the student must turn in written documentation within 5 days of the student's return. This will show up as an "excused absence" in our system and will allow students to make up work in their classes. In the case of an absence longer than three days, a doctor's note is required. The note/email must include the date of absence, parent name,

student name, and the valid reason for absence and be turned into the main office at the student's campus. Forms are available at the front desk. If no documentation is submitted to Aja Bogan, our front office manager, the absence will be considered unexcused. You may call the school's front office to inform us that your child will be absent; however, this call will not excuse the absence and is for our information only.

Students with more than 4 total unexcused absences are required to have a Crew meeting led by an administrator, Crew Leader, and a Student Supports Team member. Students and families may be required to participate in other interventions such as attendance plans, home visits, and frequent check-ins to support their student's attendance. If a student has over 10 days of unexcused absences, the family will be referred to Child and Family Services Administration (CFSA) for truancy.

If you know your student will be absent, please send an email to Aja Bogan at abogan@captialvillageschools.org or send in a note when your child returns to school.

Excused absences are granted for the following reasons:

1. Illness of the student or doctor's appointment;
2. Exclusion due to quarantine, contagious disease, infection, infestation, or other condition requiring separation from other students for medical or health reasons;
3. Illness or other immediate family emergency which requires the presence of the student outside the school;
4. Death in the student's immediate family;
5. Necessity for a student to attend any judicial proceeding as a party or witness;
6. Observance of religious holy days;
7. Suspension or expulsion from school by an administrator pursuant to Section 3;
8. Failure of the District of Columbia to provide transportation in cases where the District of Columbia has a legal responsibility for the transportation of the student;
9. Absences to allow students to visit their parent or a legal guardian, who is in the military; immediately before, during, or after deployment;

10. Temporary closing of the school facility or suspension of classes due to severe weather, official activities, holidays, malfunctioning equipment, unsafe or unsanitary conditions, or other conditions requiring the closing of the school facility or suspension of classes; and
11. Other absences approved in advance by an administrator upon the written request of a parent/guardian.

Families are expected to schedule recreational activities, school visits and vacations only during designated school breaks. If you need to schedule an appointment for your child, please try to do so on weekends, or before/after school.

Here is a snapshot of actions taken after absences:

Each Unexcused Absence	Parent/guardian of the student will receive an automatic call, text, or email to notify them of the unexcused absence. <i>Note: Please keep an up-to-date telephone number with your child's campus front desk.</i>
Three Unexcused Absences	The school will send a written notice to the student's family regarding their student's unexcused absences and explaining the school's attendance expectations
Four Unexcused Absences	Crew meeting led by an administrator, Crew Leader, and a Student Supports Team member. Other interventions may include a letter mailed to the student's family regarding absences; referral to programs for truancy prevention support.
8 unexcused absences (cumulative)	A school administrator will send a letter to the student's family warning that their student is close to being considered "chronically truant", and the student and family will be required to meet with a school administrator (i.e. attendance interventionist, school leader, Crew Leader and a Wellness Team member) to discuss/revise the student's Attendance Intervention Plan.

10 unexcused absences	The student is considered chronically truant. The school will develop/revise the plan for immediate intervention including delivery of community-based programs and any other assistance or services to identify and address the student's needs on an emergency basis. Capital Village will immediately refer all students who are ages 5–13 who have accrued 10 or more unexcused absences to the Child and Family Services Agency (CFSA), as required by D.C. law. ⁷
15 unexcused absences	Capital Village will immediately refer all students who are ages 14–17 who have accrued 15 or more unexcused absences to the Court Social Services Division of the Superior Court of the District of Columbia and to the Office of Attorney General Juvenile Section, as required by D.C. law ⁸ . Additionally, the school will send a letter home notifying the family of their student's truancy status.

Students with disabilities will not be treated adversely for absences that are directly caused by their disabilities. As a result, it is important for staff and parents to work in tandem to support student attendance.

Appeals

A student's parents/guardians have five school days to challenge an attendance violation by submitting an appeal of the school's decision, in writing, to the Head of School. The Head of School will issue a decision in writing to the parents/guardians and the school administration within 5 school days after receiving the appeal. The Head of School shall convene a meeting to consider the appeal of the attendance violation. The student and his or her parents/guardians, the student's teachers, a Principal, and other school staff may be invited to participate in this special meeting. The decision of Head of School in affirming or reversing a Principal's decision is final.

Skippping Class and Leaving Without Permission

Students are expected to attend every class, every day. Skippping class and/or leaving school without permission directly impacts students' learning and will be treated similarly to absenteeism.

When a student is absent from class for 2 or more consecutive days in a week, their Crew Leader will contact the student's parent/guardian to inform them of their student's absence from class and hold a conference with the student to discuss the reason why the student was absent. The teacher will log all instances of skippping and contacts made with the student and student's parent guardian in ESchoolPlus.

When a student leaves school without permission, an administrator will contact the student's parents to inform them of their student's behavior and notify the student's teachers. The Administrator and Crew Leader, family and student will discuss the reason why the student left school without permission and identify ways to support the student. The Administrator Will log all instances of a student leaving school without permission in ESchoolPlus.

If a student demonstrates a chronic pattern of skippping class and/or leaving school without permission, the teacher may request an in-person meeting with the student, their Crew Leader and their family, as well as other relevant school staff who support the student's attendance. If appropriate, the school may also request the student's parent/guardian to participate in a shadow day with their student.

NOTE: A student's opportunity to make-up any work that was missed as a result of the student skippping class and/or leaving school without permission is limited by teacher discretion.

Extended Absences

As mentioned above, extensive absences (excused or unexcused) significantly diminish the ability of students to learn. Families are expected to schedule recreational activities, school visits and vacations during school breaks. However, we understand that students may have extenuating circumstances that require an extended absence from school.

If you are aware that your child will be absent for more than 5 consecutive days (due to a valid reason such as a family emergency, medical issue, and/or legal obligation), we request that parents schedule a meeting with a Wellness Team member or grade-level administrator to establish a work plan for your student to make-up the work that will be missed during their absence.

Students who are home- or hospital-bound because of a health issue are entitled to tutoring services. In order to activate this service, families must obtain paperwork from your school's Assistant Director of Special Education or Wellness Team member and obtain a signature from your student's doctor. Capital Village will coordinate tutoring services with the family based on the student's schedule.

Leave of Absence Capital Village understands that there are special circumstances under which our families must leave the country or the D.C. Metropolitan Area (within 50 miles) for a temporary period of time. Applicable scenarios may include out-of-state employment, military and Foreign Service posts, and family commitments.

Current Capital Village families who need to leave the school for a period of time due to any of the above reasons may request a leave of absence from the Head of School (Executive Director). In order to initiate the process to request a leave of absence, the family must submit a written request including the following information:

- Reason for the request
- Estimated period of the absence
- Contact information for the parent/guardian that will remain in contact with Capital Village throughout the period of absence.

All written requests must be submitted to the Head of School prior to the last day of the current school year or at the time of departure for students leaving mid-year. Once the written request has been received by the Head of School, the Head of School will review the request with the school's leadership team and inform the family of a final decision. If a leave of absence

is granted, the student will be able to re-enroll at Capital Village without reapplying through the My School DC Lottery for up to two years from the date of departure. Extensions are available by request and at the discretion of the Head of School.