

## Student & Family Policies

### A Montessori Approach to Discipline

Our approach to discipline at DC Wildflower is based on a mutual respect between adults and children. We focus on creating self-discipline within the child. This involves setting clear expectations, providing time to practice, and observing natural consequences. Each DC Wildflower school must be a safe place, both physically and emotionally, for children to grow, develop, and explore within as they refine their social and emotional skills.

The purpose of our Student Behavior Policy is to aid children in developing self-awareness, self-regulation, executive functioning, and social responsibility. The Montessori Method supports children in identifying behaviors that support the development of the community and their own positive contribution to that. Children and teachers work together to build, teach, and practice the schoolwide expectations, as well as unique expectations for given spaces. Students learn that they are part of building the positive and inclusive community in DC Wildflower schools and that their behavior has a direct impact on that growth.

Children will be given time to share concerns and manage conflicts with peers through proactive and restorative circles. Abuse of any kind will not be tolerated to any member of our school community. Appropriate use of non-violent communication and frustration tolerance skills are taught and modeled by all staff. When a student is unable to self-regulate, staff will support them in de-escalating and repairing any harm they may have caused.

In alignment with Montessori's constructivist approach to learning, DC Wildflower strives to take a constructivist approach to behavior and utilize the power of natural consequences. Interventions are designed to teach students the skills necessary to cope with challenging situations and to be an engaged, positive member of the DC Wildflower community.

### Bullying Policy

DC Wildflower requires all employees, and encourages Parents, to report any known incidents of bullying or willful or deliberate violence to their child's Teacher Leader within 24 hours of witnessing or *reporting*. When such an incident is *reported*, employees are required to complete an Incident Report and to send a copy to the campus leadership. Families of the children involved in bullying or willful violence will be notified. Incidents of developmentally "normal or typical" peer conflict may or may not be reported, depending on the details and events.

DC Wildflower PCS has adopted the District of Columbia Office of Human Rights District-Wide Bullying Prevention Policy. A copy of the policy can be obtained from the office or found online at <http://ohr.dc.gov/bullyingprevention/policy>.

### Discipline Procedures

The DC Wildflower community assists children in developing the skills necessary to control their own actions and develop self-discipline. Natural or logical consequences are used as a means of helping the child to develop inner limits.

Staff are trained in the Positive Discipline Model. Positive Discipline is a program designed to teach young people to become responsible, respectful and resourceful members of their communities. Children who feel a sense of connection to their community, family, and school are less likely to exhibit challenging behaviors. Just as students must learn to read and write, to be successful, contributing members of their community, children must learn necessary social and life skills. Staff will follow a set of steps that progresses from least to most restrictive response to help each student recognize their emotions and regulate their response to a given situation. Removal from the environment would be the most restrictive and last step taken. The child will return once regulated and prepared to restore any harm that has occurred. The priority for DC Wildflower is maintaining an emotionally and physically safe environment for all members of the community. DCWPCS uses a Restorative Practices approach for interventions and consequences.

### Due Process Procedures for Students with Special Needs

Students with disabilities have the same rights and responsibilities as other students and may be disciplined for the same behavioral offenses as their peers. This will be handled by the school administration, who will hold a separate meeting. A multidisciplinary team will hold a manifestation meeting to determine if the incident was a manifestation of their disability and to review the appropriateness of the school's plan.

Restorative Justice

Restorative practices and justice methods in school are used to affirm the individual’s role within the community and are meant to repair and restore the community after harm has occurred. Inclusion in the disciplinary process is a basic tenet of restorative justice: Students, Guides, and staff are all included. A restorative school culture is one that supports:

- Creating caring climates to support healthy communities
- Understanding the harm and practicing empathy for the harmer and the harmed
- Listening and responding to the needs of the harmer and the harmed
- Encouraging accountability through personal reflection in a collaborative space
- Reintegrating the harmer into the community as a valuable, contributing member of society
- Changing the system when it contributes to harm

At DC Wildflower, community meetings (based on the Positive Discipline approach) are one strategy used to create time for all members to spend time together and build the community.

Levels of Behavior, Adult Responses to Behavior, and School Consequences

Level	Adult Response	Possible Consequence(s)
<b>I: Minor Issues</b> <ul style="list-style-type: none"><li>• Minor disruption</li><li>• Verbal disrespect (unkind words)</li><li>• Inappropriate use of technology</li></ul>	<ul style="list-style-type: none"><li>• Give clear specific direction/redirection</li><li>• Offer a positive pause (proactive break in classroom)</li><li>• Name the consequence</li></ul>	<ul style="list-style-type: none"><li>• Explanation of natural consequence</li><li>• Making amends/Restorative conversation/Apology</li><li>• Assigned work area in the classroom</li></ul>
<b>II: Learning Environment Interrupted</b> <ul style="list-style-type: none"><li>• Disrupting learning environment</li><li>• Interpersonal conflict</li><li>• Inappropriate use of materials that is disruptive</li><li>• Repeated Level I behaviors in a work period (2 or more)</li></ul>	All of the above and: <ul style="list-style-type: none"><li>• Follow through with consequences.</li><li>• Incident Report generated</li></ul>	<ul style="list-style-type: none"><li>• Making amends/Restorative conversation/Apology</li><li>• Assigned work area</li><li>• Apology/making amends/Restorative conversation</li><li>• Loss of privilege/time</li><li>• Phone call home*</li><li>• Practice the lagging skill</li></ul>
<b>III: Safety of the Environment is Interrupted</b> <ul style="list-style-type: none"><li>• Physical aggression</li><li>• Targeted throwing of objects/breaking materials</li><li>• Harassment/Bullying</li><li>• Verbal aggression/threats</li><li>• Repeated Level II behaviors in a work period (3 or more)</li><li>• Elopement from space</li></ul>	All of the above and: <ul style="list-style-type: none"><li>• Call for support</li><li>• Isolate the child (if escalated)</li><li>• Follow Crisis Protocol if necessary</li></ul>	<ul style="list-style-type: none"><li>• Making amends/Restorative conversation/Apology</li><li>• Loss of privilege/time</li><li>• Assigned work area</li><li>• Phone call home*</li><li>• On-going practice the lagging skill (on child’s time)</li><li>• Behavior chain analysis, including referral to student support partner and/or Child Study procedure</li><li>• Removal from future activity/suspension (by admin only)</li></ul>
<b>Level IV: Real Imminent Threat to Students/Staff</b> <ul style="list-style-type: none"><li>• Extreme physical aggression</li><li>• Weapons possession</li><li>• Threats made against school community</li></ul>	All of the above and: <ul style="list-style-type: none"><li>• Emergency services notified (as necessary)</li></ul>	<ul style="list-style-type: none"><li>• Family notified within 1 hour and meeting scheduled**</li><li>• Alternate location chosen until the family can arrive at school</li><li>• Removal from future activity</li><li>• Suspension</li><li>• Expulsion</li><li>• Restorative conversations/circles</li><li>• Behavior chain analysis*</li><li>• On-going practice of lagging skills (on child’s time)</li></ul>

\* required

**Emergency Procedures for Physical Intervention**

DC Wildflower provides all staff with non-violent crisis intervention training. The Student Support Partner and Teacher Leaders with a Special Education endorsement will complete additional Physical Restraint Training and are permitted to use Gentle Safe Holding in the following situations:

- If a child is hurting themselves or others or is likely to hurt themselves or others
- If a child is damaging property
- If a child is physically/verbally out of control so that all verbal attempts to engage them have failed

Physical restraint may be used only when:

1. Non-physical interventions have been implemented and demonstrated proven ineffective and
2. The student’s behavior poses a threat of imminent, serious, physical harm to self and/or others.

Instances when restraint is **not** to be used:

1. as a means of punishment;
2. as a response to school disruption, eloping to a familiar or safe area, refusal of the student to comply with school rules or staff directive, or verbal threats that do not constitute a threat of imminent serious physical harm; or
3. Physical restraint should not be used as an intervention if the student has known health or physical problems that would knowingly exacerbate their condition.

Such necessary interventions are fully in line with guidelines set out in the government document “New Guidance on the Use of Reasonable Force in School” (DfEE 1998). Without this intervention, the child can be left at risk of actual physical or psychological harm.

**Recess and Playground Policies**

**Recess/Playground Rules for Primary Students**

Each child must inform a teacher or an adult on recess duty if there is an emergency, an injury, finding anything on the grounds that can pose harm, or a need to leave the playground for any reason.

1. **Respect others’ bodies.** No physical contact involving hitting, kicking, punching, pushing, or shoving will be tolerated. Children may not play fighting games; adults may intervene and help children come up with a new game. Positive and safe forms of physical contact are permitted with the permission of both children. This may include hugging, holding hands, linking arms, playing tag, etc. However, given two years of schools operating in a pandemic, DCWPCS will be deliberate about school culture and consent from students.
2. **Throwing:** Only balls may be thrown (no wood chips, sand, rocks, sticks, etc.). Balls must be returned to the basket/bin when finished, only then are they available to play with. Children may walk with sticks.
3. **Respect the playground equipment and school materials.** Chalk is only for the ground/cement.

**Recess/Playground Rules for Elementary Students**

The expectation is that children will play kindly and safely. When a classmate is hurt, intentionally or otherwise, it's the offending child’s responsibility, with the support of the adult present, to ensure that the injured is okay and get them the attention they need. Adults facilitate a fair number of guided dispute resolutions and will suggest that child sit out from play to calm down or reflect on what their next steps are or remember what behavior is expected.

1. Children may leave the playground only with a supervising adult.
2. We play safely:
  1. No gun or weapons play, real or imagined.
  2. No tackle or hard contact games.
  3. We respect our environment.
  4. Outerwear: <sup>[1]</sup>
    - 50 degrees or warmer - coats are optional
    - 40-49 degrees - must bring coat outside, may choose to take it off
    - 39 degrees or less - Must have and wear a coat

**In-School Suspension, Suspension, and Expulsion**

DC Wildflower is committed to resolving situations peacefully and following the principles of restorative practices. With this in mind, our core belief is that time that students with behavioral challenges spend outside of the classroom environment is detrimental to their development, both academically and in their

ability to thrive socially and behaviorally in our school, community, and society. Therefore, we will endeavor to not suspend or expel a child and will use exclusionary discipline only during extreme circumstances. Students who willfully cause, attempt to cause or threaten to cause bodily injury or emotional distress to another person may be subject to disciplinary action, up to and including in-school suspension, out of school suspension, and/or expulsion.

In-school suspension is a disciplinary response to level 3 behaviors. The student will be excluded from participating in regular school activities but will remain in the school environment. He or she will be required to do assignments developed by their teachers.

No student shall be suspended or expelled unless the conduct for which they are to be disciplined is related to school activities and Disciplinary actions will have no bearing on the student’s academic standing.

The decision to expel or suspend a student out-of-school, must be made by both Teacher Leaders present at the school campus with advice and input from the Student Support Partner and Executive Director. There must be evidence of relevant documented support/alternative interventions attempted with this child if applicable. The team will determine the number of days for suspension based on the severity of the infraction, the age of the student, and previous infractions. The suspension or expulsion shall become effective immediately unless otherwise stated by the team.

DC Wildflower requests that a parent/guardian attend a meeting with both Teacher Leaders, prior to a suspended student’s return to school, although the return of a student is not contingent on this meeting. The decision to suspend or expel a student shall be made in writing and given to the parent/guardian. The student’s parents/guardians have five school days to challenge the decision. After three suspensions from school within the same school year for the same or different infractions, expulsion shall be considered.

A recommendation for suspension shall be made by the Teacher Leaders to the Executive Director for approval, with a notification to the Board of Directors. A recommendation for expulsion shall be made by the Executive Director to the Board of Directors for approval.

Any parent/guardian that would like to appeal a suspension or expulsion should follow the steps outlined in the Parental Grievance Policy.

**Physical Contact/Safe Touch Policy**

DC Wildflower is committed to providing a safe and supportive environment to children in our care. The staff of DC Wildflower will provide guidance and adhere to the Safe Touch Policy. Our policy rests on the belief that each staff member and student must appreciate the difference between safe and unsafe touch and will need to demonstrate a clear understanding of the difference. All staff will annually attend a session on safe and unsafe touch in order to best implement appropriate education and response into the classroom. The parents and community of our school will also be offered workshops annually on this matter.

It is often appropriate for children to be given some physical contact and comfort by a staff member and/or a peer they know and trust. For children within the primary and elementary developmental stages, appropriate social relationships are still being established. There is a greater need for a nurturing environment where it may be more appropriate for closer physical contact during some activities.

All safe touch will be informed by the most relevant and up-to-date pandemic safety protocols.

**Definition of Safe Touch**

Touching that creates a positive emotional and/or social growth in the person touched and/or properly affects the safety and well-being of the person such as handshakes, shoulder hugs, linked arms, or holding hands.

**Definition of Unsafe Touch**

Touching that creates improper or negative social or emotional effect on the child. Unsafe touching usually involves coercion or other forms of exploitation of the child, satisfaction of needs at the expense of the child, and physical force.

**Understanding Touch**

Adults must always be aware that all children interpret and react to touch in different ways. Some children might be over-demonstrative and try to demand a great deal of affection and physical contact. Other children may shy away from or have a dislike of physical contact. DC Wildflower staff will always approach each child’s individual needs and respond in the best interest of the child.

**Bathroom Protocol**

In classroom bathrooms with two stalls, two children may be in the bathroom at a time but each child must be in their individual stall or at the sink. In the hallway bathrooms, students must follow the same protocol. If a child has difficulty following these procedures, they may lose the right to go to the bathroom at the same time as another student.

We understand that children may require help with changing or going to the bathroom and it is always done so with the dignity of the child being maintained at all times. An adult will always be closely monitoring the bathrooms to determine if children need assistance and are following bathroom protocol.

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<sup>[1]</sup> If a child doesn't have the gear, they should go to the lost and found to get a loaner.

<sup>[2]</sup> [https://www.dcpceb.org/sites/default/files/report/2017-5-5%20Community%20Complaint%20Policy o.pdf](https://www.dcpceb.org/sites/default/files/report/2017-5-5%20Community%20Complaint%20Policy%20o.pdf)

<sup>[3]</sup> Note: This policy is a modified version of the U.S. Department of Education’s Model Notice for Directory Information. ([Link](#))

<sup>[4]</sup> Section 9528 of the ESEA (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).

## Attendance Policy

According to the Public Charter School Board and the Office of the State Superintendent of Education (OSSE), a student who is absent for one day without a valid excuse is considered truant. A student who is absent from school without a valid excuse for 10 or more days within a single school year is considered a chronic truant.

DC Wildflower upholds the following Attendance Policy:

### Absences

1. Students must be in school for 80% of the school day (defined as 6 hours between 8:30 am and 3:30 pm) in order to be considered “present.”
2. An excused absence requires parental approval and proper notification. Excused absences include:
  - a. Illness (a doctor’s note is required if the student is absent for more than five days)
  - b. Doctor or dentist appointment
  - c. Death in the family
  - d. Observation of a religious holiday
  - e. Court appearance, including the necessity for a student to attend judiciary or administrative proceedings as a party to the action or under subpoena;
  - f. Visiting a parent/guardian who is in the military immediately before, after, or during deployment
  - g. Exclusion, by direction of DC authorities, due to quarantine, contagious disease, infection, infestation, or other condition requiring separation from other students for medical or health reasons;
  - h. If the child’s only legal parent or guardian is travelling due to circumstances covered under FMLA law;
  - i. Lawful suspension or exclusion from school by school authorities;
  - j. j. Temporary closing of facilities or suspension of classes due to severe weather, official activities, holidays, malfunctioning equipment, unsafe or unsanitary conditions, or other condition(s) or emergency requiring a school closing or suspension of classes;
  - k. Failure of DC to provide transportation in cases where there is a legal responsibility for the transportation of the student;
  - l. An emergency or other circumstance approved by DC Wildflower.
3. Unexcused absences include:
  - a. Family vacations
  - b. Oversleeping
  - c. Errands
  - d. Social events
  - e. Hosting visitors
  - f. Visiting relatives
  - g. Commute/traffic
4. Proper documentation includes parent notes, doctor’s notes, or court documents.
5. DC Wildflower reports all absences as unexcused unless the school receives proper documentation.
6. Parents/guardians of students with 5 or more unexcused absences in one advisory period will be requested to participate in a conference with the Director of Curriculum and Instruction. Please note that the school year is divided into 4 advisory periods.
7. Per the Attendance Accountability Amendment Act of 2013, DC Wildflower must notify OSSE within two business days of a student’s 10th unexcused absence. OSSE will provide the parent with a truancy prevention resource guide.
8. Students ages 5-13 years old with 10 or more unexcused absences will also be referred to Child and Family Services Agency (CFSA) for suspected educational neglect.
9. Please note that a parent or guardian may write an excuse for up to ten excused absences, given they adhere to the reasons listed above in point 2. After ten, there are only some acceptable reasons, with documentation, for an absence to be considered excused. Otherwise, all subsequent absences will be considered unexcused. Please see chart below.

<i>Excused Absence Reason *</i>	<i>Absences 1 through 10** : Documentation required within 5 days for the absence to be considered excused</i>	<i>Absence 11 and beyond: Documentation required within 5 days for the absence to be considered excused</i>
Student Illness	Parent or guardian note. Doctor's note required if student is absent for 5 or more consecutive days.	Note from the student's doctor or other medical professional
Exclusion, by direction of DC authorities, due to quarantine or illness	Parent or guardian note	Official documentation of the exclusion
Doctor or dentist appointment	Parent or guardian note	Note from dentist or doctor
Death in the family	Parent or guardian note	Parent or guardian note
Observance of a religious holiday	Parent or guardian note	Parent or guardian note naming the holiday to be observed.
Court appearance	Parent or guardian note	Copy of the subpoena or other official documentation of the court appearance.
Lack of district-provided transportation when there is a legal responsibility for the district to provide transportation	No documentation needed	No documentation needed
Visiting a family member before, during, or after deployment	Parent or guardian note	Official documentation of the deployment dates.

\* Any absence for which sufficient documentation is not provided will be considered unexcused.

\*\* The number of days absent includes both excused and unexcused absences. Three unexcused tardies equals an excused absence and will be included in the count.

#### **Late arrival**

1. For the 2022-23 school year, students are marked tardy if they arrive at 8:35 AM or later (school begins at 8:30 AM).
2. DC Wildflower reports all tardies as unexcused unless the school receives proper documentation for valid late arrivals.
3. Three unexcused tardies are equivalent to an unexcused absence.

## Grievances

DC Wildflower is committed to supporting the strong family-school relationships essential to the success of each of our school's students and to our school as a whole. On the occasion that a family wishes to make a complaint, we have established the following grievance protocol to solve disputes or complaints in a fair and prompt manner. Notably, the formal procedures described below may be implemented only after the parties have engaged in an earnest attempt to resolve the matter(s) informally.

### Family Complaints

Family complaints are taken seriously by each school's leadership and should proceed as follows:

1. Families should first schedule a conference with the immediately involved Teacher Leader. The school reserves the right to redirect families to the appropriate personnel if this step has not been followed. *If the issue is with someone who is not a school employee, move immediately to step 2.*
2. If families conclude that the initial response/course of action was insufficient, a meeting may then be scheduled with both Teacher Leaders, with the Teacher Leader who is not directly involved serving as the facilitator. Prior to the scheduling of any such meeting, families must first provide school's leadership team with a Grievance Letter that identifies: (a) the issue/ concern/ complaint; (b) what steps have been taken to resolve the situation; and (c) proposed solutions. The school will attempt to respond to all Grievance Letters within 10 days of their receipt.
3. If families conclude that the initial response/course of action was insufficient, a meeting may then be scheduled with both Teacher Leaders, and a member of the Charter Supports team with the relevant expertise (e.g Special Education concerns would go to the Student Support Partner).
4. If families need additional support to come to a resolution, families may submit a formal Family Grievance Packet to the Executive Director.
5. If a resolution cannot be reached through a discussion with the Executive Director, families may submit a formal Family Grievance Packet to DC Wildflower School Board of Trustees ([boardchair@dcwildflowerpcs.org](mailto:boardchair@dcwildflowerpcs.org)). This packet must include the information and materials discussed below.

Information on the DC Public Charter School Board's procedures for receiving complaints and/or concerns can be found [here](#).<sup>5</sup>

### Process for Executive Director and Board Review of Family Grievances

The DC Wildflower School Board of Trustees shall annually appoint a Grievance Committee composed of two (2) Trustees and the Executive Director. The Executive Director shall not participate in any grievance proceeding in which they are the subject of an original grievance. A Family Grievance Packet should be submitted in writing to the Executive Director and then, if needed, to the Board of Trustees within 30 days of the conduct that triggered the grievance and must specify:

- The nature and date of the grievance and any related or supporting documents
- The results of previous discussions to resolve the conflict, including any correspondence
- The reason for the caregivers/parents/guardian's dissatisfaction with the decisions previously rendered; and
- A description of the relief sought.

Within 30 days of the submission of a complete Family Grievance Packet, the Grievance Committee shall:

- Research the nature of the complaint,
- Interview the concerned parties; and
- Recommend a course of action to the full Board of Trustees by the Trustee serving as Family Grievance Committee Chair to the Board Chair.

The Board shall render a final ruling on the grievance at its next regularly scheduled meeting following its receipt of the recommendation of the Grievance Committee.

## Notification of Rights Under FERPA<sup>[3]</sup>

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that DC Wildflower, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child’s education records. However, DC Wildflower may disclose appropriately designated “directory information” without written consent, unless you have advised us to the contrary in accordance with DC Wildflower procedures. The primary purpose of directory information is to allow us to include information from your child’s education records in certain school publications. Examples include an annual yearbook or graduation programs.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student’s information disclosed without their prior written consent.<sup>[4]</sup>

If you do not want DC Wildflower to disclose any or all of the types of information designated below as directory information from your child’s education records without your prior written consent, you must notify us in writing. DC Wildflower has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- E-mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user’s identity, such as a PIN, password, or other factor known or possessed only by the authorized user
- A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

## Notification of Rights Under PPRA

The Protection of Pupil Rights Amendment (PPRA) affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

**Consent** before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole, or in part, by a program of the U.S. Department of Education (ED).

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

**Receive notice and an opportunity to opt a student out of:**

- 1. Any other protected information survey, regardless of funding;
- 2. Any non-emergency invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
- 3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

**Inspect**, upon request and before administration or use:

- 1. Protected information surveys of students;
- 2. Instruments used to collect personal information from students for any of the above marketing, sales or other distribution purposes; and
- 3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

DC Wildflower PCS has developed and adopted policies regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. DC Wildflower PCS will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. DC Wildflower PCS will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. DC Wildflower PCS will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-5901

**Nondiscrimination Policy**

In accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Title II of the Americans with Disabilities Act of 1990 and the D.C. Human Rights Act of 1977, as amended, District of Columbia Official Code Section 2- 1401.01 et seq. (Act), DC Wildflower Public Charter School does not discriminate (including employment therein and admission thereto) on the basis of actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, family status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an interfamily offense, or place of residence or business.

Sexual harassment is a form of sex discrimination, which is prohibited by the Act. In addition, harassment based on any of the above-protected categories is prohibited. Discrimination in violation of the aforementioned laws will not be tolerated. Violators will be subject to disciplinary action.

# Admission Preference Policy

DC Wildflower PCS is committed to creating public, intentionally small, authentic Montessori environments that model the world free from oppression. In partnership with Montessori teachers, we will eventually create classroom sites located in Wards 4, 5, 7, and 8, serving toddlers, primary, and elementary students.

We offer the following admission preferences  
Equitable Access (Through designated seats) and the preferences listed below in their order.

- 1. Sibling Preference
- 2. Twin Offered Preference
- 3. Children Of Staff
- 4. Founder’s Preference

## Equitable Access Preference (through designated seats)

Eligibility for this preference means the Office of the State Superintendent of Education (OSSE) has a record that the applicant has met at least one of four measures during the timeframe of April 1, 2021 and March 1, 2022. Those measures identify students who are homeless, in the District’s foster care system, receive Temporary Assistance for Needy Families (TANF) or the Supplemental Nutrition Assistance Program (SNAP), or high school students that are one year older, or more, than the expected age for the grade in which the students are enrolled during that time frame. This preference can be implemented as either a traditional preference or through designated seats.

**Sibling Preference:** Preference for a student whose sibling is matched in the lottery or offered a seat from the waitlist. Please note that at most schools, this preference is meant to allow siblings to attend the same school at the same time. If the sibling who was offered a space at the school does not enroll at that school or later enrolls at another school, the “sibling offered” preference may be removed for all siblings that applied to that same school. This may result in the siblings losing their match, or moving down on the waitlist at that school. The siblings will remain on the school’s waitlist but will be assigned a new waitlist position based on their random lottery number or post-lottery submission date and any other preference they qualified for. If the sibling who was offered a space does enroll at the school, the preference remains as “sibling offered” for all siblings that applied to that same school; it does not change to “sibling attending.” The definition of "sibling" may vary by school. Please contact the school directly for this information.

**Twin Offered Preference:** Preference for a student who has a twin matched to a public charter school in the lottery. If your child is admitted with a twin preference, be prepared to prove that your children are twins when you enroll them.

**Children of Staff:** Preference offered by some public charter schools for children of their staff members applying to their school. There is no place on the application to indicate eligibility. There is no place on the application to indicate eligibility. Schools will inform My School DC directly of any applicants who are eligible for this preference.

**Founder’s Preference:** Founders preference: Preference offered by some charter schools for children of school founders. Applicants are required to submit proof of DC residency to the school as part of the enrollment process. There is no place on the application to indicate eligibility. Schools will inform My School DC directly of any students who are eligible for this preference.