

DISCIPLINE POLICY:

School Culture and Discipline

Sela PCS is committed to creating and maintaining a positive school culture, in which each student has the opportunity to develop socially and succeed academically. To achieve these ends, we explicitly state age-appropriate expectations for student behavior and implement rules, policies, and procedures to help students contribute positively to our school community. Our policies are designed to allow students to make positive choices, while providing staff with the resources to create a learning environment that is conducive to rigorous academic learning and social-emotional growth.

Sela's 5 Pillars

The foundations of Sela's school culture are rooted in our 5 Pillars, which represent characteristics fundamental to achieving our mission.

- **Innovative** - Sela PCS is the first Hebrew Language Immersion Public Charter School in the District of Columbia. Sela PCS has an innovative learning culture and will continue to innovate as it grows
- **Diverse** - The students, teachers, Board of Directors and administration of Sela PCS will reflect the diversity of the city.
- **Excellence** - We strive for excellence in everything we do from recruitment of teachers to our students' academic achievement.
- **Global** - The combination of foreign language acquisition and 21st century skills will enrich our students and prepare them to be truly global citizens.
- **Trustworthy**- Parents and students can count on Sela PCS to fulfill its obligation to bring them a first-class education in a safe, nurturing environment where we will cultivate a life-long love of learning in our students.

The 5 Pillars guide our expectations for student, staff and family behavior, outlined in our Code of Civility.

Code of Civility

The Code of Civility is designed to guide the efforts in creating a safe, healthy, and orderly environment. Sela students, parents, and staff are expected to adhere to the Code of Civility during the school day, school events, and while off-campus during school-sponsored events. We ask that Sela parents, students, and staff make a commitment to adhering to the following expectations:

1. Safety for students, staff and parents is paramount. Acts of verbal aggression, intimidation, and violence are prohibited.
2. Respectful interactions between all community members: teachers, students, and parents are expected. These interactions should reflect the cultural awareness and respect for diversity that we try to instill in our students through the teaching of Israeli culture.

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3. Sela property and materials should be treated with care.
4. Potentially dangerous items such as matches/lighters, and weapons of any sort, are not permitted at school.
5. Use or possession of alcohol and/or illegal drugs on school property is prohibited.

School Rules

Our school rules were created to help Sela students express ways in which they can achieve the goals outlined in the 5 pillars.

- **Innovative** through open-mindedness
- **Diverse** through inclusivity
- **Excellence** through effort
- **Global** through respect and empathy
- **Trustworthy** through honesty and accountability

Positive Behavioral Interventions and Supports (PBIS)

To help students make appropriate choices regarding personal conduct and meet behavioral expectations, we follow have implemented a tiered PBIS structure consisting of a variety of school-wide practices and levels of intervention designed to proactively model and teach appropriate behavior.

Tier I Supports – Proactive Strategies for All Students Responsive Classroom

- **Morning Meeting**
 - Rules & Logical Consequences
 - Guided Discovery (modeling responsible use of materials)
 - Academic Choice
 - Classroom Organization
- **Second Step**
 - Age-Appropriate Social- Emotional Learning Curriculum
- **Restorative Justice**
 - Community Circles (age- appropriate)
- **Classroom Incentives**
 - Varied by class and teacher

Disciplinary Response to Student Behavior

The school's Discipline Policy is designed to address conduct that causes disruption to the learning environment or interfere with the rights of others. The following are details regarding when the policy applies, disciplinary action that may be taken for violating the policy, a list of

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infractions, and other school policies that parents must review with their children. A student's age and development is considered in all infractions and consequences.

Tier 1

Tier 1 behaviors are those behaviors that are defiant and cause minor disruptions to the academic environment. Tier 1 behaviors result in classroom-level disciplinary responses. Tier 1 behaviors may be elevated or to a higher tier depending on the severity and frequency of occurrences.

Behavior	In-Class Consequence(s)	Out of Class Consequence(s)
1.1 Deliberate classroom disruption	Verbal redirection	Temporary removal from class
1.2 Excessive noise in the hallway, or cafeteria	Loss of classroom privilege	Lunch detention
1.3 Tardy to class		Parent contact/conference
1.4 Uniform policy violation	Seating change	Mediation
1.5 Throwing objects in class	Behavior reflection	Community restitution
1.6 Running in the classroom, hallway or school building	Restorative justice circle	Behavior contract
1.7 Misuse of school computer, iPads, or classroom materials	Classroom beautification	School beautification
1.8 Repeated violation of classroom rules	Teacher/Student conference	Recess reduction
1.9 Defying a reasonable teacher request	Teacher/Student behavior contract	Loss of after-care privilege
1.10 Any behavior or other conduct not listed in any other tier, that is insubordinate or causes minor disruption to the academic environment but does not involve damage to school property or harm to self or others	Parent phone call/text	Student support team referral
	Teacher/Parent conference	
	Parent/Guardian shadowing	

Tier 2

Tier 2 behaviors are those behaviors that cause more than minor disruption to the academic environment, involve damage to school property, or may cause minor harm to self and others. Tier 2 behaviors result in school-based and administrative disciplinary responses.

Behavior	In-Class Consequence(s)	Out of Class Consequence(s)
2.1 General noncompliance with classroom/school rules or teacher/staff instructions	Verbal redirection	Temporary removal from class Lunch detention

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2.2 Disrespectful comments toward teachers/staff	Loss of classroom privilege	Parent contact/conference Mediation Community restitution Behavior contract School beautification Recess reduction Loss of after-care privilege Student support team referral
2.3 Directing profanity or obscene/offensive gestures toward peers	Seating change Behavior reflection	
2.4 Inappropriate or disruptive physical contact between students (Pushing, slapping/hitting, wrestling and etc.).	Restorative justice circle	
2.5 Making verbal threats towards peers	Classroom beautification	
2.6 Inappropriate or disruptive verbal comments directed toward other students (making fun of other students)	Teacher/Student conference Teacher/Student behavior contract	
2.7 Throwing food or intentionally starting/participating in a food fight	Parent phone call/text	
2.8 Throwing objects that may cause injury or damage property	Teacher/Parent conference	
2.9 Skipping Class	Parent/Guardian shadowing	
2.10 Leaving class without permission		
2.11 Vandalism – deliberate destruction or damage to property under \$50		
2.12 Unauthorized cell phone use		
2.13 Any behavior or other conduct not listed in any other tier that causes disruption to the academic environment, involves damage to school property, or may cause minor harm to self or others		
2.14 Documented pattern of persistent Tier 1 behaviors		

Tier 3

Tier 3 behaviors are those behaviors that cause significant disruption to the academic environment, school operation, or cause harm to self or others. In addition to lesser consequences, Tier 3 behaviors may result in either suspension or expulsion if has willfully caused, attempted to cause, or threatened to cause bodily injury or emotional distress to another person.

Behavior	In-Class Consequence(s)	Out of Class Consequence(s)
2.1 General noncompliance with classroom/school rules or teacher/staff instructions	Verbal redirection	Temporary removal from class Lunch detention

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3.1 Academic Dishonesty: Cheating, plagiarism or claiming a peer's assignment as your own	Loss of classroom privilege	Parent contact/conference
3.2 Communicating slurs/derogatory comments based on race, religion, sex, age, disability, sexual orientation, gender identification	Seating change	Mediation
3.3 Verbal threat of physical harm against staff	Behavior reflection	Community restitution
3.4 Fighting/assault where there is no injury or weapon	Restorative justice circle	Behavior interventions (tracked for effectiveness)
3.5 Leaving the school building without permission	Classroom beautification	Behavior contract
3.6 Physical aggression not resulting in contact (trashing classroom, loss of emotional control)	Teacher/Student conference	School beautification
3.7 Causing disruption on school property or at any Sela sponsored/supervised activity	Teacher/Student behavior contract	Recess reduction
3.8 Gambling	Parent phone call/text	Loss of after-care privilege
3.9 Stealing	Teacher/Parent conference	Student support team referral
3.10 Vandalism – deliberate destruction or damage to property over \$50	Parent/Guardian shadowing	Off-site, short-term suspension of no more than 5 days
3.11 Possession/distribution of obscene material		Police referral
3.12 Giving misleading information to school staff		Expulsion
3.13 Refusing to comply with issued consequences		
3.14 Documented pattern of persistent Tier 2 behaviors		
3.15 In violation of a behavior contract		
3.16 Any behavior or other conduct not listed in any other tier that causes disruption to the academic environment, involves damage to school property, or may cause minor harm to self or others		

Tier 4

Tier 4 behaviors are those behaviors not specifically enumerated in any other tier that are illegal, cause significant disruption to school operation, or cause substantial harm to self or others. In addition to lesser

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consequences, Tier 4 behaviors may result in either suspension or expulsion has willfully caused, attempted to cause, or threatened to cause bodily injury or emotional distress to another person.

Behavior	In-Class Consequence(s)	Out of Class Consequence(s)
4.1 Bullying/Cyberbullying – severe, pervasive and persistent physical or verbal contact that interferes with a student’s physical/mental health, academic performance, or ability to participate in school activities	Immediate referral to school administration	Removal from class
4.2 Using/sharing cellphones, computers or other electronic devices to view/display inappropriate videos/photos		Lunch detention
4.3 Activating a false alarm or placing a false call to 911		Parent contact/conference
4.4 Possession of a weapon on school grounds or at an offsite school event		Mediation
4.5 Possession of fireworks or explosives		Community restitution
4.6 Arson or making a bomb threat		Behavior interventions (tracked for effectiveness)
4.7 Fighting which results in injury		Behavior contract
4.8 Planning or participating in a group fight that results in injury		School beautification
4.9 Inciting others to violence or disruption		Recess reduction
4.10 Engaging in sexual acts on school premises or at school-related functions (including sexual harassment)		Loss of after-care privilege
4.11 Lewd or indecent public behavior or sexual misconduct		Student support team referral
4.12 Retaliation for reporting sexual assault/harassment or bullying/cyberbullying		Off-site, short-term suspension of no more than 5 days
4.13 Acts of exceptional misconduct at other schools		Police referral
4.14 Interfering with school authorities carrying out their duties		Expulsion
4.15 Tampering with or altering an official record/school document		
4.16 Assault with a weapon		
4.17 Attack and/or assault on a fellow student or staff member		

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4.18 Using an article that is not normally considered a weapon to intentionally intimidate or threaten another individual		
4.19 Using an article that is not normally considered a weapon to intentionally injure another individual		
4.20 Any behavior or conduct that is not listed in any other tier that is illegal or causes significant disruption to school operations or causes substantial harm to self or others		
4.21 Physically assaulting a school staff member		
4.22 Documented pattern of Tier 1, Tier 2 and Tier 3 behaviors		

- ***Multiple offenses in Tiers 1, and 2 may result in higher tier consequences.***
- ***Repeated Tier 1 offenses will be documented and referred to administration***
- ***All Tier 2 -4 offenses will be documented and referred to administration***
- ***Recess reduction not to exceed 20 minutes of allotted 30 minute recess time***

Response to Code of Conduct Violations

Students who commit repeated violations of the Code of Conduct or a major violation of the Code of Conduct may receive individualized, targeted interventions designed to help reduce the occurrence of misconduct. Each violation of the Code of Conduct is evaluated on a case-by-case basis. Interventions are tailored to meet the needs of the child and address the severity of the behavior.

When a student doesn't respond to implemented behavioral interventions, teachers may submit a referral to our Student Support Team. The Student Support Team evaluates the previously implemented interventions, identifies additional interventions and makes recommendations for functional behavior assessments and special education testing.

Suspensions

Suspension is a consequence that temporarily removes students from the school atmosphere due to behavior that violates the school's code of conduct. At Sela, suspension is not a preferred consequence, and will only be considered if the student's behavior results in injury to other students, school staff, or if the behavior significantly jeopardizes the safety of the students. Before any student is suspended, their age and mental state at the time of the behavior will be taken into consideration. However, below are behaviors that can result in suspension:

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- Fighting resulting in injuries
- Attack of school staff or students that causes injury
- Possession of alcohol, cigarettes, illegal substances including but not limited to marijuana
- Possession of weapons
- Repeated threats of bodily injury that causes emotional distress
- Repeated verbal attacks that cause emotional distress

Out-of-School Suspension involves separation from the school and all school activities for a specified period of time, which is determined by a school administrator. The primary intent is to impress upon the student and parent/guardian that a serious behavior problem exists and that steps must be taken to ensure that the behavior is not repeated.

Before the decision to suspend a student or seek alternative means to address the behavior is made, the school will:

1. Notify the student of the infraction.
2. Conduct a thorough investigation.
3. Accept information from the student(s) and other persons who have knowledge of the incident. The student involved shall have the opportunity to express his/her side of the incident. A student's age and development will be considered.
4. Determine the accuracy of the infraction(s) based on this information.
5. In the event that an offense threatens the safety of students and/or staff, students will be isolated, with supervision, prior to following the above outlined steps.

The Head of School and Director of Culture and Student Support have sole discretion to implement an out of school suspension based on the information obtained during the investigation.

Once a decision to suspend a student is made, the Head of School or Director of Culture and Student Support will:

- Inform the student of the suspension and the reason(s).
- Notify the parent/guardian. School administrators may notify the parent/guardian of the suspension via phone, email or in person in addition to providing written notification.
- Send written notification, by the end of the school day, when possible, to the parent/guardian, including: the disciplinary infraction, length of the suspension, and details of any conditions for that return.

In accordance with the Student Fair Access to School Amendment of 2018, no student will receive an out of school suspension exceeding 5 days. A manifestation determination meeting will be held for students holding an Individualized Education Plan (IEP) or 504 Plan prior to the 3rd day of the suspension.

Students may not receive more than 20 cumulative days of out-of-school suspension, unless the Head of School provides written justification to the student and parent describing why exceeding the 20-day limit is more appropriate than alternative disciplinary actions. The

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same written justification is required for emergency removal of a student. Immediate action will be taken for students who violate the Gun Free Schools Act.

Expulsion

An expulsion is the revocation of a student's right to attend a school. Tier 4 violations of the school's code of conduct, and specifically recurring incidents that threaten physical or emotional health of members of the school community can result in expulsion. Students who are recommended for expulsion will have a Disciplinary Hearing.

When a student commits an offense that is eligible for expulsion the school will:

1. Notify the student of the infraction
2. Conduct a thorough investigation.
3. Accept information from the student(s) and other persons who have knowledge of the incident. The student involved shall have the opportunity to express his/her side of the incident. A student's age and development will be considered.
4. Hold a Disciplinary Hearing in which any information regarding the incident will be presented. The student and parents are expected to attend this hearing.
5. The Director of Culture and Student Support, the grade level Curriculum Director and the student's classroom teacher will determine if the infraction results in expulsion, based on the information obtained during the investigation and testimonials presented during the Discipline Hearing.

Students may be expelled for:

- Extreme violations of the Code of Conduct that significantly and demonstrably harm the educational environment or harm the safety/security of Sela students, staff, faculty, or others associated with Sela.
- Any student violating the Gun Free School Act will be permanently expelled.

Discipline Due Process

Discipline Hearing

A student will have a Discipline Hearing when he/she has been recommended for expulsion or violated an expellable offense. Discipline Hearings will be scheduled within five (5) school days of the conclusion of the investigation of any incident.

Discipline Hearings will be conducted the Director of Culture and Student Support, the grade level Curriculum Director and the classroom teacher, which serve as impartial decision makers and make up the Disciplinary Panel. The student, parent/guardian and an additional representative, such as an advocate, are expected to attend the hearing. During the hearing, school administration will carry out the following procedures:

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- A statement of the Code of Conduct violation and summary of the Discipline Hearing procedures
- An explanation and review of the evidence or facts for which potential expulsion is being considered. If video footage is available of the incident, the panel will view the footage.
- The student may present any information that he/she wants to the Discipline Review Panel to consider. The panel may ask questions regarding the matter to anyone present at the hearing. An advocate may speak on the student's behalf. The student has the right to speak on his/her own behalf. Neither the school's representative at the hearing nor the student nor his/her representative(s) will be given the opportunity for cross-examination during the hearing.
- Within 24 hours of the conclusion of the hearing, the panel will make a recommendation regarding the consequence. The panel's recommendation will be effective immediately.
- The student/family will be informed of the decision via phone within two (2) school days of the conclusion of the hearing and written notification will be mailed within three (3) school days of the decision. This notice will contain information regarding appeal procedures.
- If a parent/guardian does not request a hearing, or fails to attend the hearing at the scheduled date, time, and place, the right to a hearing will be waived. Therefore, the school will proceed with its determination regarding the proposed infraction. The findings from the hearing will be approved and take effect immediately. Appeals from students who don't appear at the initial Discipline Hearing will not be permitted.

The decision of the Disciplinary Panel must be unanimous. If panel members cannot agree, the expulsion or suspension will not be recommended.

Appeals

Any student who is expelled has the right to appeal the decision in writing to Head of School, within five (5) school days of the written notice of expulsion being issued. The following process shall be implemented for all appeals:

- An appeal hearing date will be set within five (5) school days of the receipt of the appeal request.
- The appeal hearing date will occur within fourteen (14) calendar days from the date of the hearing being set.
- Appeal hearings will be heard by the Head of School.
- The student may be present, with his/her parent/guardian and one additional representative.
- The student has the right to speak on his/her behalf at the Appeal Hearing. The student may choose not to speak at the Appeal Hearing.
- The student may not return to Sela or participate in school activities while an appeal is pending.
- If a parent/guardian fails to appear at the Appeal Hearing the right to appeal is waived, and the original disciplinary decision will stand.

In making its decision, the Head of School will:

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- Review all evidence and documentation from the Disciplinary Hearing and any supporting documentation
- Review any statements heard at the Disciplinary Hearing
- Review the Sela Code of Conduct

The Head of School will notify the parent/guardian of the appeal decision within three (3) school days of the Appeal Hearing. The appeal will result in either:

- Upholding the expulsion.
- Overturning the expulsion and order that all records and documents regarding the disciplinary proceeding be destroyed. In this case, no information regarding the expulsion would be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.

If the expulsion is overturned, the cumulative record of the student and any other school-maintained records will reflect that conclusion. If the expulsion is upheld, the expulsion shall be imposed, and such decision will be final and reflected in the student's school records. Decisions made after an Appeal Hearing are final.

Special Notes Regarding Audio/Video Recording of Discipline and Appeal Hearings

All disciplinary hearings are closed to the public. All such hearings may not be recorded using a video recording device. Audio recording may only be used as a required accommodation in accordance with the Americans with Disabilities Act (ADA) or section 504 of the Rehabilitation Act. A written request must be made 48 hours prior to the hearing to audio-record the hearing to the Director of Culture and Student Support.

Procedures for Suspending and Expelling Students with Disabilities

The basis for disciplining, suspending or expelling students with disabilities shall be no different than the basis for such actions taken against students without disabilities. Reasonable accommodation of a student's disabilities shall not prevent the school from applying its discipline policy to students with disability when their behavior is not related to the disability.

However, if a student with an Individualized Education Plan (IEP) or 504 Plan exhibits behavior leading to a 5-day suspension or expulsion, a Manifestation Determination hearing will be included to the list of procedures used to investigate and determine if suspension/expulsion is warranted.

The Manifestation Determination Hearing will be scheduled prior to the third (3rd) school day missed due to suspension or expulsion. The Determination Hearing will be held within five (5) days of issuance of the suspension/expulsion. The student, parent/guardian and one (1) additional representative are permitted to attend the hearing. The hearing will be held by the Director of Culture and Student Support, and the Special Education and General Education teachers, and adhere to the following procedures:

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- Review the infraction and the code of conduct.
- Review any relevant evidence uncovered during the investigation.
- Review the student's IEP or 504 Plan to determine if implementation of services has taken place with fidelity.
- Review additional behavioral data to determine if the behavior fits into a pattern.

A manifestation determination will be affirmed if the behavior is a manifestation of the disability or the IEP has not been implemented appropriately.

If the manifestation is affirmed, the student's suspension/expulsion will be overturned. Additional behavioral supports will be provided to the student, which may include a Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) implementation.

If the determination is that the behavior was NOT a manifestation of the student's disability, the disciplinary action will be upheld. Parents who are unsatisfied with the result may appeal the decision following the previously stated appeal procedures.

Re-entry Meeting

A re-entry meeting may be suggested for both student and parents when students return from suspension. It occurs the morning on which a student returns to school from a formal suspension. If the parent or student cannot attend the re-entry meeting, a phone conference may be held. The meeting typically takes place prior to the start of the school day and lasts approximately 20-30 minutes. The purpose of this meeting is to provide the student and parents with the opportunity to reflect on the significance of the suspension and what the student has learned as a result of the disciplinary action and, to set the stage for a successful reintegration into the school environment.

Make Up Work for Suspension

Students who are suspended will receive academic work to complete during the suspension or shall be offered make-up work assignments upon return. It is the responsibility of the parent/guardian to contact the school and make arrangements for the receipt and return of all assignments. All IDEA mandates will be followed for student with disabilities.

ATTENDANCE POLICY:

ATTENDANCE AND TRUANCY

The primary goal of the Sela Attendance Policy is to work with families to ensure that their students are present and punctual to make the most of their time in the classroom.

In accordance with the Office of the State Superintendent of Education's revised truancy guidelines and school reporting requirements, Sela requires a written statement from the parent/guardian verifying the reason for a student's absence provided to the school within 5 school days of the absence. This written statement ensures that the absence will not be coded as unverified. Parents/guardians are required to notify the school on all days when students will be

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absent. Explain why your child is absent and his/her expected return date to school. An email can be sent to our Director of Operations, Mr. Ryan Benjamin, rbenjamin@selapcs.org.

Regular attendance is critical for our students' academic and social progress and achievement. All students are expected to arrive on time to school every day. In the event that a child is late, he/she will be marked as "tardy." In the event that a child is absent, it will either be classified as "unexcused" or "excused." A child who has five unexcused absences will be requested to participate in a truancy conference. Truancy is defined as "the willful absence from school by a minor, five (5) to eighteen (18) years, with or without approval or parent knowledge or consent." Sela will never seek to use an out-of-school suspension as a consequence for excessive unexcused absence or tardiness.

Excused Absences are as follows:

- Death in the family or other significant family crisis
- Illness of the student (a doctor's note is required if a student is absent for an illness)
- Observance of religious holidays
- Emergency which requires the student to be at home (approved by Sela PCS)
- Lawful suspension or exclusion from school by school authorities

In each case, with the exception of a suspension, written notice from the parent must be submitted to excuse students' absences within 5 school days upon the students' return to school.

Unexcused Absences are as follows:

- Oversleeping
- Babysitting
- Doing errands

Each time a student has the equivalent of one (1) day of unexcused absence and 10 or more excused absences, our Office Manager will call the parent or guardian of the student. Frequent unexcused absences can result in truancy court referrals and failing grades. After ten (10) unexcused absences, the school will contact the Office of the State Superintendent of Education (OSSE) and contact DC Child and Family Services Agency (CFSA). Sela PCS is required to contact both OSSE and CFSA within two business days of the tenth unexcused absence for a student. According to OSSE's Attendance Regulations, our school must refer a minor student (5 years of age through 13 years of age) to CFSA no later than 2 business days after the accrual of 10 unexcused full day absences within a single school year.

The Compulsory School Attendance Law states that parents or guardians who fail to have their children attend school are subject to the following:

- Truancy charges may be filed against the student or parent
- Neglect charges may be filed against the parent
- Parents may be fined or jailed

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- School-aged students may be picked up by law enforcement officers during school hours for suspected truancy
- Students may be referred to Court Diversion and other community-based interventions

If a student accrues 20 consecutive full-day unexcused absences, Sela PCS may unenroll the student from the school.

GRIEVANCE PROCEDURES:

COMPLAINT RESOLUTION PROCESS

If you have a complaint about Sela PCS, which you would like to resolve informally, we encourage you to first speak with your child's teacher. If, after speaking with your child's teacher your concern has still not been addressed, you should contact the Elementary School Director for grades K-5 (Katrina Hilliard – khilliard@selapcs.org) or the Early Childhood Director for grades PK3 and PK4 (Samantha Mild – smild@selapcs.org) as soon as possible. It is best to tell someone at Sela about your complaint as soon as possible so the appropriate staff members can work to address the issue in a timely manner.

If your complaint is not resolved by meeting with your child's teacher and the directors of the elementary or early childhood programs please contact the Head of School, Joshua Bork, by email (jbork@selapcs.org) or by calling the school's main number: 202-670-7352. If a resolution with the Head of School cannot be reached in a timely manner, then the matter should be brought to the Sela School Board by contacting the Board Chair via email at boardconcerns@selapcs.org. Below shows a flowchart of the complaint resolution process:

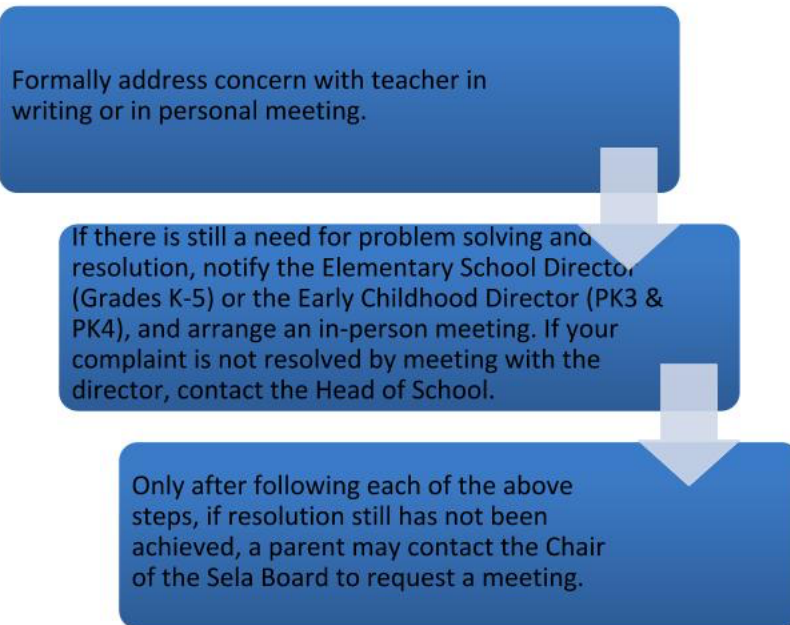
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Following our process for addressing concerns is the most expedient way to reach an amicable resolution. We value transparent and honest communications with all members of our school family and this process is a way of ensuring a clear and systematic addressing of any concerns.

NON-DISCRIMINATION POLICY:

Sela PCS is committed to equal opportunity for all students and all staff.

In accordance with applicable federal and District of Columbia law, it is school policy that no one shall be treated differently, separately, or have any action directly affecting him or her taken on the basis of race, religion, national origin, marital status, sex, sexual orientation, gender identity, or disability where a person is otherwise qualified or could be with reasonable accommodation.

The immediate remedy for any act of discrimination shall be to end it, treat the individual equally, and, as much as practically possible, to eradicate any effects of discrimination.

Discipline should be imposed where appropriate.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) NOTICE:

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 Sela PCS receives a request for access.

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Parents or eligible students who wish to inspect their child's or their education records should submit to the Head of School a written request that identifies the records they wish to inspect. The school official arrange 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 Sela PCS to amend their child's or their education record should write the Head of School, 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.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official typically includes a person employed by the school or school district 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 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.

Upon request, the school 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. The school will make a reasonable attempt to notify the parent or student of the records request.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by Sela PCS to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

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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 (i.e. information that is generally not considered harmful or an invasion of privacy if released and often includes a student's name, address, telephone number, email address, photograph, date and place of birth, etc; It does NOT include even more intimate and sensitive personal information like test scores, grades, disability or disciplinary records), 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. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student:

- 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)(3) are met. (§ 99.31(a)(1))
- 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. (§ 99.31(a)(2))
- 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))

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- 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))
- 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 Food 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))

Parents, guardians, or eligible students may opt-out of any of their student information being designated as “directory information” by submitting a written request to the Head of School requesting such.

ADMISSIONS PREFERENCE POLICY:

As per the approval of the DC Public Charter School Board, Sela PCS has in place the following admissions preference policies in order of application:

- Preference in admission may be given to an applicant who is a sibling of a current Sela student;
- Preference in admission may be given to an applicant who is a child of a member of Sela's founding board so long as enrollment of founders' children is limited to no more than 10% of Sela's total enrollment or to 20 students, whichever is less;
- Preference in admission may be given to an applicant who is a child of a member of Sela's full-time staff so long as enrollment of employees' children is limited to no more than 10% of Sela's total enrollment.