

DISCIPLINE POLICY

Montessori Approach To Discipline ¹

At Shining Stars, we strive to foster an environment where children, guides, assistants, administrators, and parents are respectful, caring and purposeful. Our approach to discipline at Shining Stars involves using discussions centered around restorative practices, Montessori Grace and Courtesy lessons and other vetted conflict resolution principles and strategies to help our young children learn self-discipline, and redirection techniques to use when they encounter challenging situations. However, there are times when we may have to take disciplinary action to address minor or serious misbehaviors/offenses to ensure the safety and well-being of students and staff, to educate the student, and to ensure the student is successful academically, emotionally, and socially.

Upon visiting a Montessori classroom for the first time, you might wonder what magic spell has been cast upon these young children making them so calm and self-directed. Another person might look at that same class and be confused by the children's independence, wondering "where's the discipline, these children just do as they please". Visitors commonly issue such comments as, "I've heard Montessori is too free and chaotic". Or, "I've heard Montessori is too structured". It does not seem possible that these two extreme opposites can both be true. Montessori is, however, all in the eyes of the beholder.

This method or philosophy of education varies in interpretation from school to school, teacher to teacher, and parent to parent. There are certainly some Montessori classrooms that are very rigid and adult controlled, and there are also classrooms that are disorderly, and anything goes. Montessori when done well, however, is a beautiful blend and perfect balance of freedom and structure. The best Montessori guides/teachers or facilitators understand that maintaining the delicate balance is one of the most challenging and rewarding aspects of their job. It is on that foundation of freedom and structure that the child learns discipline.

Freedom is not a word that is traditionally associated with discipline. Parents are often concerned that the Montessori child's freedom to choose activities presupposes that discipline is something alien to our classrooms. Does freedom mean license to act as he or she chooses or does freedom of choice carry with it certain responsibilities in the classroom community? Are we, as some would claim, a place where children can do what they like or, as a young Montessori student once told a visitor, a place where children like what they do? To have any meaningful discussion of these questions, it would seem that our first priority should be to define this thing called discipline. Montessori herself held that discipline is not "...a fact but a way".

True discipline comes more from within than without and it is the result of steadily developing inner growth. Just as the very young child must first learn to stand before she or he can walk, she must develop an inward order through work before she is able to choose and carry out her own acts. Surprisingly enough, Montessori found that it was through the very liberty inherent in her classrooms that the children were given the means to reveal their inner or self-discipline.

¹ This 'approach' to discipline and classroom management was first published by Mary Conroy and Wm. Bravo in Tomorrow's Child Magazine (2000 reprint).

Independence did not diminish respect for authority but rather deepened it. One of the things that awakened her greatest interest was that order and discipline seemed to be so closely united that they resulted in freedom.

Many people assume that discipline is something that is imposed by an authority figure who should be obeyed without question. Discipline in the Montessori environment is not something that is done to the child; nor is it a technique for controlling behavior. Our concern is with the development of an internal locus of control, which enables an individual to choose the right behavior because it is right for him or herself and right for the community. If discipline comes from within, then what is the job of the teacher? Inner discipline is something which evolves. It is not something that is automatically present within the child, and it cannot be taught.

The role of the teacher, then, is to be a model and a guide while supporting the child as he develops to the point where he is able to choose to accept and to follow the rules of the classroom community. This level of obedience is the point where true inner discipline has been reached. One knows this level of discipline has been reached when children are able to make appropriate behavioral choices even when adults are not present.

Discipline presupposes a certain degree of obedience. Before the age of three a child is truly unable to obey unless what is asked of him or her happens to correspond with one of his or her vital urges. At this stage, his or her personality has not formed to the level where he or she is capable of making a choice to obey. It is this level which Montessori termed the first level of obedience. A toddler can obey, but not always. The second level of obedience is reached when the child is capable of understanding another person's wishes and can express them in his or her own behavior. When this second level of obedience is reached, most parents and teachers would think they had reached their goal. Most adults ask only that children obey.

The goals of Montessori reach beyond this; however, to the third level of obedience which Montessori called "joyful obedience". At this stage the child has internalized obedience, or we might say, has developed self-discipline where he or she sees clearly the value of what is being offered to him or her by authority and rushes to obey. This is not blind obedience at all but is a fully informed choice by a personality which has grown in freedom and developed to its fullest potential. This is what we want for our children. With this level of obedience or self-discipline comes a degree of self-respect in which a child cannot help but respect the rights and needs of others alongside his or her own. She or he is then able to learn and grow freely in the security of a community of respectful individuals.

This of course, is a wonderful philosophy, but can Montessori truly deliver these results? Montessori can only benefit children when it moves beyond philosophy and takes a practical application. This involves the careful preparation of the teacher and the classroom environment. The teacher or guide is a specialist, trained in child development, as well as Montessori Philosophy and methodology for the age group with whom he or she is working. Equally important, these adults possess robust enthusiasm for learning, a deep respect for all life, kindness, and the patience of a saint.

The classroom should be beautiful, orderly, and so inviting that the child cannot resist

exploring. It should be steeped with a sense of wonder. Within this environment the child is free to explore, but with this freedom comes responsibility. **One of the secrets to success in the Shining Stars classroom is freedom within the limits of very clear ground rules.** Each classroom's ground rules may vary but the essence is generally the same: 1) take care of all people and living things in our environment, and 2) take care of all of the material things in our environment. If you think about it, every do or don't one could wish to implore fits in these two rules or could be narrowed even further to this one simple rule, be respectful of everyone and everything.

The rules are kept simple, yet they are explored in great detail. It should never be assumed that the child understands what it means to be kind or respectful. A great amount of time and energy is focused on teaching lessons that demonstrate socially acceptable behavior. Children do not automatically know how to be a friend, express anger, or how to solve problems. As a matter of fact, many adults are still learning how to cope with these issues. Yet, we often forget to teach children the everyday skills necessary for getting along with others.

These special skills are taught with the Grace and Courtesy lessons (see the Attachments section for a more detailed discussion of Grace & Courtesy). These lessons are presented through demonstration and then practiced through role-playing and modeled by guides and older students. They are the foundation of the classroom, as they set a tone of respect and kindness. The child learns such important skills, such as how to shake hands and greet a friend, how to properly interrupt someone who is busy, and how to tell someone to please move out of my way. The children love these lessons. They are always eager to take a turn playing the roles, and they are thrilled to know a better way to handle personal situations.

Another important consideration is that children have the same range and depth of emotions as adults, but they don't have the maturity or experience to put these feelings into perspective. The goal of Grace and Courtesy lessons and conflict resolution techniques is to validate these feelings and give children the tools to successfully tackle them. Children learn what to do when someone is unkind or unfair and how to discuss conflicts when they occur. Guides and children act as mediators, coaching children in conflict through a process of expressing their feelings and finding a way to fix their mistakes. In addition to lessons, which teach social graces, there is significant emphasis placed on developing practical life skills.

What we commonly refer to as misbehavior is often a symptom of an insecure and disempowered child. In fact, some experts believe that misbehavior serves the purpose of communicating unmet needs. Children who are happily engaged in self-satisfying activities with a clear purpose experience a great sense of accomplishment and power. When the child can do things for him or herself, she or he will feel confident and in control. These everyday living skills, such as pouring, scrubbing tables, dish washing, and polishing, also help the child learn to focus his attention and complete a task.

These lessons require the child to follow an orderly step by step process, which will further develop both self-discipline and logical thinking, thus laying a foundation for the more abstract academic activities offered within the other areas of the classroom. The magical spell that enables the Montessori Child to become disciplined is his or her love for meaningful activity. When the

environment provides consistency, nurturing adults and stimulating work, the child can go about his most important work, creating the adult he will become. Montessori offers him or her valuable tools for this great task, such as independence, order, coordination, cooperation, and confidence. Montessori, however, is only one component in the child's life.

A child's home environment and parent's love are the most critical factors in his or her development. Unfortunately, our children are not born with an owner's manual. Parents generally rely on the wisdom of grandparents, doctors, and educators, as well as their own instincts to determine the right parenting style for their family. Parents will be able to find within our Montessori school, a family friendly environment that is ready to offer support. When schools and families develop a partnership, there is greater opportunity for consistency and continuity. Whether in the home or the classroom it is important to keep in mind the ultimate goal of discipline. Too often we discipline for the moment, hastily responding to the present problem, but possibly creating future ones. Disciplining with long-range goals means **keeping in mind the independent adult you want your child to become.**

The goal of Shining Stars classroom whether it is the prepared environment for preschoolers, or elementary, is first and foremost the development of skills necessary for a productive and fulfilling life. The best of the academic curricula are useless if the child does not develop inner discipline, integrity, and respect for others and oneself. In today's world, these goals may seem out of reach, but they are more important now than ever before. The young person who faces the world of tomorrow armed with self-confidence and self-discipline is far more likely to achieve success and happiness. They will be prepared to meet any challenges that the real world may present and will hopefully bring to that world a bit of the peace and joy they experienced in the Shining Stars Montessori environment.

Furthermore, misbehavior on the part of a student is approached in a manner that is appropriate for the student's age, which will enable the student to comprehend what she or he did and the consequences that such behavior may bring about. However, while Shining Stars believes and strives to address misbehavior at the lowest level possible, for those times where a student is exhibiting severe misbehavior, Shining Stars has an obligation to ensure the safety and wellbeing of all students and staff in accordance with D.C. Official Code § 38-236 et seq., and other District of Columbia and federal laws. Below is an outline of Shining Stars' expectations of student behavior, identification of prohibited behaviors, and approach to corrective actions for misbehaviors.

Behavioral Expectations

As is expected in the Montessori approach to education, the adults are the models of appropriate behavior for the children. We must keep this in mind at all times as we interact with each other and with the children. Whatever behavior we want the children to exhibit, we need to make sure that we are also demonstrating that behavior, because children learn what they see, not what they hear. So, the first step in helping children develop self-discipline and self-control is for us to model self-discipline and self-control. We also need to model and teach the children appropriate strategies and techniques for them to use in handling conflicts. The general behavioral expectations for all at Shining Stars, whether staff, student, or parent/guardian, are as follows:

Be Respectful:

- We use kind words
- We use gentle hands on our friends and the materials
- We use walking feet inside the building
- We keep self-to-self
- We use quiet voices
- We clean up after ourselves
- We walk around rugs on the floor

Be Caring:

- We ask a friend if they need help
- We help keep the classroom clean
- We cooperate with our friends
- We wait our turn

Be Purposeful:

- We work with concentration
- We choose work that we have had a lesson on
- We complete our work
- We control our bodies

BEHAVIOR MANAGEMENT AND CONSEQUENCES

One of the most powerful discipline tools is the guide/adult's ability to pair kindness with firmness, and to be a model of grace and courtesy. If a child displays difficulty following the rules of the community, the adult response will be positive and age-appropriate. Verbal acknowledgment of a child's difficulties with the use of compassionate statements, reminders of the behavioral expectations, encouragement to engage in desirable behavior, reinforcement of desirable behavior, planned ignoring, distraction, substitution and/or removal from the situation are among the various approaches utilized. When the adults charged with their care and well-being interact with children in supportive and respectful ways, the children are much more likely to demonstrate self-discipline and self-control. Moreover, many instances of misbehavior resolve themselves as the child, within the bounds of safety, experiences the logical consequences of his or her actions. For example, when a child is directed to clean up after throwing something on the floor. If the child disregards the limits of the classroom community, the guide/adult seeks the underlying causes in order to help the child understand the inappropriateness of his or her actions. The guide/adult also assists the child in finding a constructive alternative.

Children at Shining Stars are also expected to always put forth their best efforts in making work choices, concentrating and completing chosen work tasks. When students exhibit both appropriate social skills and good work habits, they are said to have reached a level of "normalization". This is a Montessori term not meant to mean that everyone is the same but to express a state of mind and classroom existence reflective of both social and academic independence for the child and the classroom. All members of our community are expected to

respect one another, use manners with adults and peers, care for their space, and care for the environment. Children at Shining Stars learn to resolve their conflicts with one another and to seek the help of an adult, if necessary, to aid them in peacefully solving problems. It is imperative that misbehaviors be addressed for the social, emotional, and academic well-being of the Shining Stars community. The table below provides identification, classification, and an explanation of infractions, minor to serious misbehaviors, which disrupt the peace and safety of our community:

Tier I Offenses	Tier II Offenses (Offenses that may rise to the level of in-school suspension)	Tier III Offenses (Serious Disciplinary Behaviors/Offenses that may result out-of-school suspension and/or expulsion)
Disrespectful behavior	Property/material damage/destruction (greater than \$100 but less than \$500)	Severe harassment/bullying ² /threatening Social or group bullying Hurtful teasing or name-calling (creating an emotional distress for the student(s) and/or staff).
Property/material misuse/damage (less than \$100)	Inappropriate/disrespectful language (direct)	Threatening or physically assaulting another person (any member of the SSMA community including students, staff, and/or parents). Physically dangerous behavior (where a student has assaulted or threatened to assault another student or students), illegal behavior, alcohol, drugs, and/or weapons. Mistreating another student by recklessly or intentionally endangering the health or safety of, or inflicting bodily injury on the student in connection with or for the purpose of threatening them. Conduct including fighting, making threats, stalking or

² Shining Stars defines bullying as repeated exposure, over time, to negative actions on the part of one or more persons. Please review SSMA’s Bully Prevention Policy.

		intimidation that endangers the wellbeing of other students or staff.
Refusal to participate or work	Physical contact/horseplay	Smoking or taking illicit/illegal substances Selling/distribution of drugs Bringing a weapon to school Selling/distribution and/or consumption of alcohol
Leaving the classroom w/o permission	Mild physical aggression	Severe disruption Repetitive defiance Repetitive Non-compliant that causes a disruption to the class and creates an inability for the other students to learn. Property/material damage/destruction (greater than \$500)
Defiance/non-compliant	Writing/marketing on desk	Sexually suggestive/explicit behavior and/or inappropriate touching.

Incident Reports

Parents/guardians are notified of issues/incidents, which occur during the school day, through an incident report (IR) form. If the incident requires further review or investigation, the parent/guardian will be notified of additional findings. The parent/guardian may be requested to attend a meeting to discuss the following:

1. The offense;
2. The student’s conduct;
3. Illicit the assistance of the parent/guardian, to conduct an at-home discussion with the student and to develop a plan for the student to avoid any further incidents from happening in the future;
4. Provide an opportunity for the parent/guardian to discuss any concerns, thoughts, and/or provide the parent/guardian an opportunity to request the school’s assistance

with student; and/or

5. Provide the student an opportunity to discuss his or her feelings and what may have led the student to misbehave.

Two types of behaviors are documented on incident reports:

1. When a student is involved in an accident;
2. When a student has a medical concern; and
3. When a student does not respond to adult redirection attempts.

Any staff member who encounters a student who has experienced an accident, has a medical concern or who is demonstrating repeated difficulty complying with our school-wide behavioral expectations, must complete an IR form for that student. When a staff member, other than the classroom guide, completes a report, the guide should be notified immediately, so that she or he can report the incident to the child's parent/guardian as soon as possible, but no later than by the end of the day. Once an IR form has been initially processed by administration, the form is sent via email to the student's parent/guardian, the guide, the Executive Director, the Principal, and the Director of Student Support. If further investigation is deemed necessary, a timely resolution to the concern will be pursued.

Shining Stars' Response to Bullying Behavior

Bullying behavior is not uncommon among elementary school-aged children. The term bullying can be defined as

“intentional, repeated hurtful acts, words, or behavior such as name calling, threatening and/or shunning committed by one or more persons against another. The victims do not intentionally provoke these negative acts and for such acts to be defined as bullying, an imbalance of real or perceived power must exist between the perpetrator and the victim.”

Bullying behaviors can be verbal, physical, electronic, and/or exclusionary. Some amount of teasing or physical interaction is developmentally appropriate and expected among elementary aged children. However, bullying experts believe that social gain is at the root of 95 percent of bullying behavior, and therefore children who continually engage in bullying others are most often motivated by a desire for social power. When a school employee believes that a child is bullying another child, the guide will intervene immediately with both children. The staff member will also contact the school's Bullying Prevention Team so that follow up intervention procedures are conducted with all students involved and their parents. Please visit the Parent Portal on Shining Stars website for more information about our Bullying Policy Manual.

To obtain further information regarding how we respond to bullying behavior, you may contact our bullying prevention team coordinator, Ronelda Brown, at RBrown@shiningstarspcs.org. Shining Stars' Bullying Prevention Team is composed of teachers and administrators who meet monthly and on an as-needed basis to investigate all bullying claims. When students demonstrate difficulty executing their responsibilities, a series of actions may be taken depending on the significance and magnitude of an inappropriate behavior. Each student incident is treated individually, but the following staff responses may occur:

Progressive Responses for Less Serious/Minor Behaviors

Misbehaviors can include minor student conflict, not following directions, disruptive behaviors, and/or those offenses identified under Tier 1 and Tier 2. These less serious/minor behaviors are addressed in the following ways listed below:

Level I and II Offenses

1. Student redirected by Guide and/or staff
2. Problem discussed with students
3. Conflict resolution/Peace Table
4. Calming area/talk with staff
5. Short and Extended In-School Reflection Time (i.e., both within and/or outside of the classroom)
6. Assigned seating near the teacher for a period of time
7. Reflection assignment
8. Logical consequences (see below)
9. Parent note or phone call (staff member will complete an incident report)
10. In-School Reflection Time (in-school suspension)

In-School Reflection (In-School Suspension)

Based on the seriousness of the infraction and the child's behavioral history, the school may implement in-school reflection (hereafter "**ISR**"), a disciplinary response to a persistent, disruptive, and harmful behavior for students 5 years old and above. ISR will be considered if a repeated attempt to redirect a child's behavior is implemented; positive behavior interventions have been implemented; a parent/guardian call/conference has been completed; and/or support has been requested and have all proven ineffective in modifying the child's behavior to meet school expectations. If administration determines that ISR is recommended with input by the child's guide, an incident report will be generated and sent home to the parent/guardian. ISR will start immediately, if possible. ISR will be completed in another supervised working area where the student will continue to work and complete a reflection exercise to assess his or her behavior, to identify the triggering event and to problem-solve for future success. Prior to the completion of ISR, administration will talk with the student to assess learning and reflection prior to returning to class. Depending on the infraction, ISR can last through a working cycle up to several days.

Depending on the duration, on the following day, upon arriving at school, the student will report to his or her classroom guide to receive his or her work assignment. The student will then report directly to the Principal (or designee) with his or her work and be reminded of the behavior that warranted the ISR. Periodically, the student's guide may visit the ISR site to supply additional work and check on the student's progress. The student's freedom of movement and the privilege to be in the classroom environment are restricted during an ISR. Depending on the duration, the student will receive lunch and movement breaks without his or her peers. The student will be closely monitored for the duration of the ISR. The ISR will not be held for a period greater than three hours (or the equivalent of one work cycle) for a Primary student. If ISR extends to more than one day and the student becomes absent, ISR continues upon their return to school to full

completion.

Immediate Responses for Serious Disciplinary Behaviors/Offenses

Shining Stars endeavors to ensure all students receive the education they are entitled to; thereby addressing incidents/offenses at the lowest level possible. The following incidents/offenses, including those identified under Tier III, may lead to out-of-school reflection time (out-of-school suspension) or expulsion: punching; hitting; kicking; spitting; profanity; physical aggression; carrying a weapon, possession, use, or distribution of drugs, repeated bullying; sexually suggestive/explicit behavior, inappropriate touching; verbal aggression, etcetera.

Consistent with D.C. Official Code § 38-236 et seq., and school policy, Shining Stars will not suspend or expel any student unless the incident/offense shows that the student willfully caused, attempted to cause, or threatened to cause bodily injury or emotional distress to staff, another student or students on and off school grounds. In response to those offenses classified as serious, to include serious safety incidents, Shining Stars may suspend (out-of-school) or expel a student to ensure the safety and well-being of students and staff. Upon notification of the incident, Shining Stars may do the following:

1. Removal of the student from the classroom or incident site (staff member must complete an incident report)
2. Outside assistance from school administration or other personnel
3. Immediate phone call to parent/guardian to notify and schedule a conference
4. Referral for Star Support Team (SST)
5. Development of Action Plan for student, parent/guardian, and Guide
6. Financial penalty in the case of proven theft or purposeful property damage
7. Out-of-School suspension (an opportunity for the student to have a time to reflect his or her actions away from school) (see below)
8. Expulsion

Out-of-School Reflection (Out-of-School Suspension)

Out-of-school Reflection Time (OSR), also referred to as out-of-school suspension, is a disciplinary response to a persistent, disruptive, disrespectful, injurious, violent and/or harmful behavior that has resulted in severe destruction or unsafe condition/situation for the offending student and others. Students whose behavior is persistently disruptive, harmful to themselves and/or others, and/or to school property, and does not change in response to the adult's redirection attempts, will be subject to disciplinary action. This action may include OSR and/or Expulsion.

Shining Stars maintains that it is within the school and classroom environments where we can most effectively support and create change for a child. However, if and when prior interventions have failed and depending on the severity of the infraction, administrators may recommend OSR and its duration to the Executive Director, who will then make the final determination. Before Shining Stars issues an OSR to a student, the following procedures will be followed to determine whether a suspension is warranted or if a less serious discipline will be a more appropriate response:

Investigation

While investigating, the student, depending on the severity of the incident/offense, may remain at school or be sent home³ while an investigation is being conducted. The Executive Director will appoint an administrative staff to conduct an investigation into the

- Incident
- Circumstances surrounding the incident/offense
- Interview the student
- Interview witnesses
- Interview Guide and/or aide
- Review any files or incident report(s) generated as a result of or in response to the incident and/or offense

Findings

Upon the completion of the investigation, if the investigation shows the student violated school policy and his or her conduct is serious and warrants a suspension, the Executive Director will determine how long the student will be suspended in accordance with D.C. Official Code § 38-236.04. The length of the suspension will be in accordance with D.C. Official Code D.C. Official Code § 38-236.04, while considering the severity of the incident, student's age, discipline history, and any other relevant information.

Notification

The OSR shall become effective immediately. The decision to remove (suspend) a student from school (for reflection) shall be documented in writing (i.e., Incident Report) and given to the parent/guardian of the student on the same day that the decision is made. Both the student and his or her parent/guardian will also be notified in writing the length of the suspension, along with the reason(s) why the school was taking such action against the student, how the parent/guardian may obtain the student's classwork and homework, and the parent/guardian will be provided with the teacher's and Principal's contact information. A call will be placed to CFSA for students who are not picked up, if OSR has been determined during the school day. The student may return to school without being accompanied by his or her parent/guardian.

However, the parent/guardian will be required to meet with the Principal at a scheduled time, to discuss expectations of the student and parent/guardian, to ensure the student's academic and emotional success. As required, all OSR incidents will be reported to the Public Charter School Board (PCSB) and OSSE. If a child is placed on OSR for three (3) or more instances within the same school year, an expulsion will be considered.

Length of suspension

An OSR shall not exceed five (5) consecutive school days for any individual incident in grades kindergarten through 5 and ten (10) consecutive school days for grade 6, during an academic year.⁴ A student, regardless of grade, may not be subject to an OSR, for longer than

³ The School will follow all guidelines under D.C. Official Code § 38-236.04.

⁴ D.C. Official Code § 38-236.04(b)(1) and (b)(3).

twenty (20) consecutive days, without a written justification to the student and parent/guardian from the Executive Director, describing the following: why exceeding the twenty (20) day limit is a more appropriate disciplinary action than alternative responses; or the student's conduct necessitated an emergency removal.⁵

Continuity of student's education while on suspension

During a student's OSR, she or he will be given work and all appropriate assignments for the duration of the suspension. This will ensure the student does not get behind on his or her schoolwork. Additionally, Shining Stars will ensure that upon the student's return to school, she or he will be able to transition with little to no difficulty. Should the student's parent/guardian have any follow up questions, concerns, or require additional assistance pertaining to the student or assignments provided to the student, the parent/guardian is encouraged to contact the Principal at gjenkins@shiningstarspcs.org.

If there are assignments the student is not able to complete from home, during the suspension, the student's parent/guardian may schedule a meeting with the student's teacher, Principal, or both, to create a plan that will allow the student to make up any assignment she or he missed. This may require the student and his or her parent/guardian, along with the teacher, Principal, or both, to create a plan that will require the assignment(s) to be completed before school starts (come to school before 8:35 a.m.) or after school (3:30 p.m.), to ensure the student does not get behind in his or her schoolwork.

Expulsion

For serious, repeated major offenses and/or repeated OSRs, expulsion from Shining Stars may be considered. This is an action of absolutely last resort. Shining Stars requires that a parent/guardian attend a meeting with the Executive Director, the Principal, and the student's guide/teacher to review the expulsion decision. The Director of Student Support may also be involved in this meeting (please see due process and grievance procedures below).

Due Process For Long-Term Suspension/Expulsion

If the student is recommended for a long-term out-of-school suspension (suspension that is for 6 consecutive days or more) or recommended for expulsion, following the meeting with the Principal, the parent/guardian has the right to attend a hearing on the matter. Except as provided otherwise in the District of Columbia laws and federal regulations, the Executive Director will not impose a long-term suspension or expel a student as a consequence of a serious offense without: (1) first providing the student and the parent/guardian written notice, (2) providing the student and the parent/guardian an opportunity for a hearing on the charge, and (3) the parent/guardian an opportunity to participate in such hearing. The Executive Director will provide written notice to the student and the parent/guardian either in English and/or in the primary language of the home, if other than English, or other means of communication where appropriate.

HEARING PROCEDURE FOR LONG TERM SUSPENSION/EXPULSION

Written Notice to student and parent/guardian

⁵ D.C. Official Code § 38-236.04(b)(3)(A) and (b)(3)(B).

The Executive Director will convene the school's disciplinary committee, with the exclusion of the designee who conducted the initial investigation, to make a final decision regarding the decision to institute a long-term suspension and/or expulsion and notify the parent/guardian in writing of the final decision. During the hearing, the student and his or her parent/guardian will have the opportunity to dispute the charges and to present the student's explanation of the alleged incident. The final decision and next steps (procedures for returning to school after the long-term suspension and/or procedures for expulsion) will be communicated with the student's parent/guardian in writing. Should the student be required to return to school, the student may return without being accompanied by his or her parent/guardian⁶. The Principal will contact the parent/guardian to schedule a meeting to discuss the school's expectations of the student and his or her parent/guardian, to ensure the student's academic and emotional success.

The written notice to the student and his or her parent/guardian may be made by hand delivery, first-class mail, certified mail, and/or electronic mail, to the address provided by the parent/guardian for school communications, or any other method of delivery agreed to by the Family Handbook. The notice will outline the student and his or her parent/guardian's right to attend the suspension or expulsion hearing. The notice will set forth in plain language the following:

1. The disciplinary offense;
2. The basis for the charge;
3. The potential consequences;
4. The purpose of the hearing (to discuss proposed long-term suspension or expulsion recommendation);
5. Invitation to the student and his or her parent/guardian to attend the hearing;
6. Date and time of the hearing;
7. Location of the hearing;
8. Right to request an interpreter; and
9. An explanation of the student and his or her parent/guardian's right to have an interpreter be present, should one be needed for the student and/or parent/guardian to participate.

The parent/guardian may request to attend a long-term suspension or expulsion action by submitting a written request to the Executive Director within five (5) business days of receiving the written notice to suspend the student long term or expel the student. The written request must be addressed to the following:

Shining Stars Montessori Academy Public Charter School
Dr. Regina Rodriguez-Garcia
Executive Director
1240 Randolph St NE
Washington, DC 20017
www.shiningstarspcs.org

⁶ D.C. Official Code § 38-236.04(e).

202/723-1467

rrodriguez@shiningstarspcs.org

GRIEVANCE PROCEDURE FOR LONG TERM SUSPENSION/EXPULSION

If the parent/guardian disagrees with the decision or wishes to contest the final decision of the Executive Director and the hearing committee; the parent/guardian may submit his or her request for an appeal within five (5) business days of receiving the decision via electronic mail to the Shining Stars Board Chair, Mr. Anthony King, Esq. at aking@shiningstarspcs.org. Parents/guardians should only contact the Chair after taking all the steps outlined above. The Chair will then schedule a hearing to address the parent's/guardian's grievance.

DISCIPLINE OF STUDENTS WITH SPECIAL NEEDS

All students are expected to meet the requirements for behavior as set forth in the school's Family Handbook and the Shining Stars Special Education Procedural Safeguards Handbook. The Individuals with Disabilities Education Act ("IDEA") provides certain procedural protections for special education students as set forth below. Special education students can be suspended from school for up to ten consecutive days in one school year or up to ten cumulative days in one school year.

For removal of more than ten consecutive or ten cumulative days, special education students are entitled to a manifestation determination hearing that shall occur prior to the tenth day of removal. The Director of Special Education will convene a Multidisciplinary Team (MDT) meeting to conduct a manifestation determination and answer the following two questions, after reviewing relevant documents and the misconduct of the student:

1. Is the misconduct the result of failure to implement the student's IEP; or
2. Is the misconduct caused by, or does it have a direct and substantial relationship to the student's disability?

If the answer to either of these questions is "yes", the student's conduct is a manifestation of his disability. If the answer to both questions is "no", the conduct is not a manifestation of the student's disability.

If the manifestation determination is positive, the multidisciplinary team will

1. Conduct a functional behavioral assessment and create a behavioral intervention plan; and
2. Review the behavioral intervention plan, if one already exists, and modify it as necessary to address the behavior in question.

If the manifestation determination is negative, the student can be subject to disciplinary procedures in the same manner and extent as a regular education student except that the student must continue to receive services such that he is able to make progress toward his *IEP* goals and objectives. Students on *504 plans* are entitled to a manifestation determination for removals for more than ten consecutive or cumulative school days in a given year. If the manifestation is

negative, the student may be disciplined as a regular education student with no further entitlement to educational services. If the manifestation is positive, the student shall be returned to the placement from which the student was removed.

ATTENDANCE POLICY

Shining Stars is a school with high academic standards that promotes a ‘culture of attendance’. In order for your child to have a complete Montessori experience we need to maximize the use of instructional time. Being late and absent puts the child’s development and subsequent academic performance in jeopardy. The ability to ensure that children arrive on time and attend school consistently will help us to create a truly rich and meaningful school culture. It draws unnecessary attention to your child when he or she is tardy and may make him or her feel uncomfortable entering an already established, working environment.

We understand that there will be occasions when you need to pick up your child early for a doctor’s appointment or other obligation. To ensure that your child is ready, please send an electronic mail or send a note in the Blue Bag to the classroom teacher letting them know the time that you will be picking up your child. Similarly, please contact the Receptionist to inform the school of your child’s early dismissal. When you arrive at school, please sign your child out at the reception desk. A Shining Stars staff member will escort your child to the main lobby. Shining Stars expects that a child will miss school only when an illness requires them to remain at home or in the event of a family emergency.

Arrival and Dismissal⁷

Morning arrival begins promptly at 8:15 a.m. so that children can be in class and ready to work by 8:30 a.m. Please use 13th Street, NE to turn right onto Randolph. Access to 13th Street can be achieved via Michigan Avenue or any street above Quincy. **When driving to school, please do not turn onto Randolph from 12th Street.** Please make sure your child is on the passenger side of the car so that the staff can safely take the child out of the car. Parents/guardians should stay in the car during drop-off to assist with the flow of the carpool. After you drop off, please continue west on Randolph and exit using 12th Street. There is no place to make a U-turn.

- Please make every effort to drop your child off at school on time. A delay of just a few minutes is very disruptive and makes it harder for your child to begin his or her day in a peaceful manner.
- Children who arrive after morning arrival concludes at 8:30 a.m. have a 5-minute grace period to get to class. Any child arriving after 8:35 a.m., is required to be accompanied by a parent/guardian to the building, who must sign the child in at the designated entry point and receive a slip to be given to the child’s teacher/guide.
- Either a guide or a classroom assistant will be in the hallway to help direct children to their classrooms as necessary and the other adult will be receiving your children in the classroom (depending on preference, or particular scheduled activities guides, and CA’s may opt to switch locations during arrival and dismissal times).

⁷ Students shall enter and exit the school building in accordance with the school’s Health and Safety plan.

- Please encourage/allow your child to walk down to their classroom independently. Your child's guide is very busy during morning arrival time greeting students and helping them get started on their work. They are not available to discuss specific concerns at this time. If you have any questions or concerns you would like to discuss with your child's guide, please contact your child's guide and schedule an appointment.

Tardy Policy

Parents/guardians must sign-in late students at the reception desk. **Students are considered late after 8:35 a.m.** Tardiness records will be kept for all students. All parents/guardians will be notified of their child's attendance status at each scheduled Parent-Guide Conference unless the number of tardies requires immediate attention or conference with the Principal prior to that time. Parents/guardians are encouraged to notify their child's guide beforehand of any changes in their schedules that would impact their child's attendance. Parents will be notified in writing when they are approaching the 'concerned zone', this is for any child who has been tardy 3 times or more. If any child is tardy 5 times or more within a month, the child's parent/guardian will be called and requested to attend a conference with the child's guide. A SMART/Star Support Team (SST) meeting may be requested by the Principal if it is deemed necessary.

If your child has five (5) unexcused absences, the school will schedule a family conference to discuss concerns, possible consequences, and a plan of action. In the best interest of the child, students with ten (10) or more full-school-day unexcused absences⁸ and a failure to comply with the attendance plan of action may result in school communication with the District of Columbia Child and Family Services Agency (hereafter referred to as "CFSA"). Attendance is a major indicator for academic success.

Excused Absence/Tardy

If you know your child will be late or absent, please call the school's reception desk at (202) 723-1467. An excused absence or tardiness must be accompanied with a note. Shining Stars has an online form for absences (Absence Form). You can also submit a handwritten note with your child's name, date of birth, classroom name, and the reason for the child's absence or tardiness when your child comes to school. If your child is late or absent due to a medical appointment or illness, the excuse should have the signature of the health care provider or other authorized person in order to be accepted. Your child will not be admitted to school after an absence due to illness unless accompanied by a doctor's note.

Excused absences are:

1. Death in the student's immediate family.
2. Illness of the student (a doctor's note is required for a student absent more than three days).

⁸ Parents/guardians of students with 5 or more unexcused absences may be scheduled for an SST/SMART meeting to discuss how we can partner to better encourage and support student attendance and compliance with DC compulsory attendance laws. SST meetings may also be scheduled for Pre-K3 and Pre-K4 students with excessive tardies (>5) and/or unexcused absences.

3. Observance of a religious holiday.
4. Medical reasons, such as a doctor's appointment.

Unexcused Tardy/Absences

If you bring your child to school after 8:35 a.m., you must sign him or her in at the Reception Desk. Unexcused absences are recorded and will be reported to the appropriate child-family protection agency in accordance with District of Columbia Compulsory Attendance Law⁹.

GRIEVANCE PROCEDURES AND COMPLAINT RESOLUTION POLICY

INFORMAL COMPLAINT

Shining Stars maintains an "open door" policy. Complaints from parents/guardians will be addressed in a timely and consistent fashion. Disagreements should be resolved whenever possible among the people most closely involved while preserving positive relationships. We would ask that all parties come to the discussions assuming the good intentions of the other party. When a parent/guardian has a complaint or a disagreement with an individual(s) at Shining Stars, we ask that you observe the following guidelines:

1. If the complaint involves a situation in the classroom, parent/guardian should seek to resolve the issue by discussing it with the classroom guide when students are not present.
2. If a resolution is not possible, the parent/guardian should seek to resolve the issue by making an appointment with the Principal or supervisor responsible for the area of concern.
3. If a resolution is not possible, or if the complaint is with a school-wide policy or procedure, the parent/guardian should seek to resolve the issue by making an appointment to discuss it with the Executive Director.
4. If resolution is not possible with any of the parties above, parent/guardian should address their concerns to the Board Vice Chair at vicechair@shiningstarspcs.org who will document the concern and forward matters of concern to the Board Chair at chair@shiningstarspcs.org.

All parents/guardians should also keep the following in mind when addressing a complaint to the Board of Trustees:

1. Complaints should be made in writing and should include details of your efforts to resolve the issue in steps 1 and 2, and where the discussion broke down. This allows all parties involved to work from a consistent body of information.
2. The Board of Trustees, in general, will not address a complaint based on hearsay or made

⁹ See D.C. Official Code § 38-201 et seq.

on behalf of another parent, guardian, or family member.

3. The Board of Trustees, in general, will not address a complaint if resolution with the appropriate individual(s) in steps 1 and 2 have not yet been attempted in good faith.
4. The Board of Trustees reserves the right not to address a complaint that is made anonymously.
5. The Board of Trustees, in general, will not address specific complaints about the performance of individual school employee(s) in a public meeting. If such a complaint is brought at a public meeting, the Board will take the complaint under advisement and will provide an appropriate response at a later time.
6. The Board of Trustees reserves the right to notify a school employee(s) about a complaint(s) brought against him or her. A parent/guardian may request that he or she not be personally identified as the party bringing the complaint.

If a complaint by a parent/guardian is not addressed to the satisfaction of the individual(s) involved, he or she should notify the board chair and the Executive Director that he or she is seeking resolution via another regulatory government entity.

GRIEVANCE PROCEDURE

Shining Stars works diligently to ensure students, parents, guardians, and members of its community are treated fairly and given the utmost respect. This mission is effectuated by implementing proper procedures for complaint filing and conflict resolution. While Shining Stars strives to be a premier educational institution, there will be times when disagreements will arise and proper implementation of a fair and just resolution is required, moments like this we look towards a written guidance. This guidance/or procedure allows Shining Stars to resolve disagreements and misunderstandings, while preserving the school's integrity and relationship with members of our community.

Any individual may file a formal grievance, if he or she is unable to resolve his or her concerns informally, or if he or she would rather make his or her concerns formal and reduce the concern to writing. In order to bring a formal grievance, you must complete a Formal Grievance Form. This form is available upon request. You must submit a Grievance Form and include any supporting documents you wish to present as evidence or in support of, this must be delivered either in person or by postal mail to the address below.

Dr. Regina Rodriguez-Garcia
Executive Director & Head of School
1240 Randolph St NE
Washington, DC 20017
www.shiningstarspcs.org
202/723-1467

Students who desire to file a formal complaint are required to complete the Student Complaint Form or speak to anyone on the administrative staff about his or her desire to file a formal complaint. You may obtain a copy of the form at the front desk, or you may request for one from an administrative staff member. Once you have completed the form, you may drop the form in a drop box located at the front desk or to an administrator.

Resolution of Formal Grievance

Upon receiving a formal grievance, within fifteen (15) business days of receiving the complaint, the Executive Director, in her authority, will determine which member of the administrative staff or teacher, non-involved party, will investigate and resolve the grievance. The designee will follow the following steps:

1. Review

Determine if he or she has all the information or documents required to begin an investigation. If all documents and/or information has been provided to conduct an investigation, the designee will begin his or her investigation into the complaint. However, if additional information is needed, the designee will contact the grievant in writing or via telephone and schedule a meeting to obtain the additional information needed.

2. Mediation

The designee will evaluate the complaint and will determine whether mediation is possible or appropriate. Prior to scheduling mediation, the Executive Director will select one (1) or two (2) school officials, who are not involved, to mediate the matter before the parties (the grievant and the involved party) and to discuss possible solutions or resolutions to the issue at hand. Shining Stars' goal for mediation is to facilitate open communication, to aid in the resolution of conflicts in a non-adversarial and confidential manner.

3. Investigation

If the designee determines mediation is not a viable option, the designee will conduct an impartial investigation into the grievance. The designee will interview all parties involved and/or named, obtain statements, and document each response and documentation received pertinent to the grievance.

4. Final Determination

Designee shall conclude his or her investigation within thirty (30) business days from the time the investigation began. Shining Stars shall provide a final determination letter to the grievant of his or her findings, including a determination of whether the grievance was substantiated, and possible solution that designee is proposing. Dissemination of information or documents to grievant must correspond with District of Columbia and federal laws that govern the release of records.

Appeal Process

A grievant may appeal the final determination of his or her formal grievance. The grievant must appeal the response to his or her formal grievance within fifteen (15) business days of receiving the final determination letter; the appeal must be addressed to the Executive Director of Shining Stars. The appeal must be in writing and delivered either in person or by postal mail to the

address below.

Dr. Regina Rodriguez-Garcia
Executive Director
1240 Randolph St NE
Washington, DC 20017
www.shiningstarspcs.org
202/723-1467
rrodriguez@shiningstarspcs.org

A final response will be provided to the grievant no later than twenty (20) business days from receipt of the appeal. The response will include an explanation of the outcome of the appeal and any corrective or remedial action to be taken by Shining Stars.

In following the above, if the parent/guardian disagrees with the appeal decision of the Executive Director, parents, students, or guardians may submit their request for an appeal to Shining Stars Board Chair, Mr. Anthony King, Esq at chair@shiningstarspcs.org. The Chair will then schedule a hearing to address the parent grievance.

Please note, this grievance policy is not designed to supersede or supplant District or federal law and a parent or guardian's rights under The Individuals with Disabilities Education Improvement Act of 2004 and the Family Educational Rights and Privacy Act (FERPA) as amended, 1996.

NON-DISCRIMINATION POLICY

Shining Stars is committed to equal opportunity for all individuals. Accordingly, Shining Stars requires all employees to act in conformity with federal and District of Columbia non-discrimination laws, including Titles IV and VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, the Individuals with Disabilities Education Act, the Age Discrimination Act of 1975, and the District of Columbia Human Rights Act of 1977.

Moreover, Shining Stars provides educational opportunities to students absent consideration of, and does not discriminate on the basis of either in part or in whole on race, ethnicity, color, gender, sexual orientation, gender identification or expression, religion, disability, marital status, national origin, age, socioeconomic status, political affiliation, homelessness, or family structure.

Additionally, Shining Stars does not and will not ask for a student or their family's immigration status as a condition of admission or continued enrollment. Shining Stars also prohibits harassment based on any of the aforementioned protected traits and retaliation against a person because he or she has complained about discrimination, filed a charge of discrimination, or participated in a discrimination investigation or lawsuit. Shining Stars employees who are found to have engaged in prohibited discrimination, harassment, or retaliation will be subject to disciplinary action. Questions pertaining to Shining Stars non-discrimination policies should be

directed to:

Dr. Regina Rodriguez-Garcia
Executive Director & Head of School
1240 Randolph St NE
Washington, DC 20017
www.shiningstarspcs.org
202/723-1467

Ms. Tais Taylor, Shining Stars School Performance Manager and Title IX Coordinator has been designated by Shining Stars 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. Students, parents, or guardians who wish to file a complaint of discrimination, and/or would like to inquire about Shining Stars compliance with Section 504, ADA, Title VI, Title IX, the Age Act, or D.C. Human Rights Act, as they apply to students, employees or third parties, and/or file a complaint about the school's compliance, should contact Ms. Taylor.

Tais Taylor
School Performance Manager and Title IX Coordinator
1240 Randolph St NE
Washington, DC 20017
www.shiningstarspcs.org
202/723-1467

En Español: Shining Stars Montessori Academy no pide ni solicitará un estatus de inmigración de estudiantes o familias como condición para admisión (es) o (y) inscripción continua.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) NOTICE

Shining Stars complies with all District of Columbia and federal laws as it pertains to the protection and safeguarding of student information and ensuring personally identifiable information (PII) is protected consistent with established laws. Shining Stars treats all student records with the utmost confidentiality. Student records and special education files are secured in separate locked filing cabinets, aligned with the Family Educational Rights and Privacy Act (FERPA). FERPA is a federal law that protects student records and gives parents/guardians access to their records and parents access to their child's record. Consistent with FERPA notification requirements, Shining Stars will annually notify parents/guardians of students in attendance of their rights under FERPA. The annual notification to parents/guardians will include information regarding the right to inspect and review the student's education records, the right to seek to amend the records, the right to consent to disclosures of personally identifiable information from the records (except in certain circumstances), and the right to file a complaint with the Office regarding an alleged failure by Shining Stars to comply with FERPA.

Shining Stars is not required to notify parents/guardians individually of the types of information it has designated as directory information. Instead, Shining Stars may provide notice to parents/guardians by any means likely to inform parents/guardians of the types of information it has designated as directory information, such as the use of Shining Stars website, family

handbook, electronic mail, and/or letters. The right of parents/guardians to access the child's record is transferred to the student, once the student reaches the age of 18, at which point the child (student) is defined under FERPA as an "eligible student". The law protects educational information, personally identifiable information, and directory information. Moreover, the law affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. 20 U.S.C. § 1232g; 34 CFR Part 99 et seq. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents/guardians should submit a written request that identifies the record(s) they wish to inspect; this request should be addressed to the attention of the Executive Director or an authorized designee. The School official shall make arrangements for access and notify the parent/guardian 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/guardian believes are inaccurate. Parents/guardians may ask the School to amend a record that they believe is inaccurate. They should write to the Principal (gjenkins@shiningstarspcs.org), clearly identifying the part of the record they want changed, and specify why it is inaccurate. If the school decides not to amend the record as requested by the parent/guardian, the School will notify the parent/guardian of the decision and advise the parent/guardian of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the Shining Stars as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Shining Stars to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance

Office U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Parents/guardians may request to review their child’s record at any time, or to be informed of information contained therein. A written request must be submitted to the Principal (gjenkins@shiningstarspcs.org) to view the student’s record or to make a photocopy, which will be responded to within 45 days from the time of receipt. However, files may not be removed from Shining Stars, where the records are maintained. Shining Stars will not send or show student records to anyone outside the school without first obtaining written permission from the parent/guardian of that student.

There are exceptions to FERPA's prohibition against non-consensual disclosure of personally identifiable information, such as disclosure of information that has been appropriately designated as directory information. Information, known as “directory information”, may be disclosed by Shining Stars in accordance with the law without permission. For instance, when required to do so by subpoena issued by a court or by a government authority with power to issue such subpoenas. “Directory information” means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed, and may include the following information relating to a student:

- The student’s name
- Address and telephone number
- Dates of attendance

Definition

School Officials

For purposes of this policy, school officials are defined as instructors, administrators, health staff, counselors, attorneys, clerical staff, trustees, members of committees and disciplinary boards, a contractor, volunteer, and/or any person to whom the school has outsourced institutional services or functions.

Legitimate Educational Interest

A school official generally has a legitimate educational interest, if the official needs to review an education record in order to fulfill his or her professional responsibility.

Notice under FERPA

Unless the parent/guardian notifies the school in writing that he or she does not wish for certain information to be designated as directory information¹⁰, under FERPA, Shining Stars may disclose directory information without consent, if the school has given public notice of the following:

¹⁰ Under 34 CFR §99.37 (a)(2), a parent/guardian has a “. . . right to refuse to let the school designate any or all of those types of information about the student as directory information.” However, notice must be given to the school in writing.

1. Types of information it has designated as directory information; and
 - a. Directory information includes, but is not limited to, the following student information: student name, address and telephone number, electronic mail, photo, date of birth, place of birth, grade level, and dates of attendance.
2. The parent's/guardian's right to restrict the disclosure of such information and the period of time within which a parent/guardian has to notify the school that she or he does not want any or all of those types of information designated as directory information.
 - a. Parents/guardians may instruct Shining Stars to withhold any or all of the information identified under section 1(a) by writing to the Principal at gjenkins@shiningstarspcs.org, within thirty (30) days after the first day of the school year.

ADMISSION PREFERENCE POLICY

In accordance with D.C. Charter Law¹¹, Shining Stars uses the following lottery preference:

1. Children of founders and staff: Shining Stars will give preference to the children of full-time staff members, board members and school founders, in accordance with federal regulations;
2. Siblings of current students: Siblings of currently enrolled students receive preference in the admissions process. The new sibling must have an application submitted by the advertised deadline for consideration in the lottery;
3. Re-enrolling students that have been gone less than two years: Students who must withdraw from Shining Stars due to a parent's job relocation or some other urgent family matter may be allowed to re-enroll within two years pending the Executive Director's approval and seat availability. Re-enrollment in this type of case is not guaranteed, however it may be granted on a case-by-case basis; and
4. Siblings of new enrolling students.

¹¹ See D.C. Official Code § 38-1802.06