



DC Bilingual's Discipline and Intervention Plan

Every public school must have a system of discipline as required by the DC Public Charter School Board and The Office of the State Superintendent of Education (OSSE). The purpose of a discipline plan is to communicate clear rules, expectations, and consequences.

DC Bilingual's discipline plan clearly defines its rules, expectations, and consequences. Every classroom must post its classroom rules for the grade level. The expectations for behavior are consistent and the consequences are clear and fair.

It is important to note that DC Bilingual's discipline plan is only one component of an overall system to ensure the success and achievement for all students. **The Discipline Plan does not include the additional strategies and interventions that students may need for support in the classroom and school community.** Parents/Guardians are an important component of a discipline plan. The plan requires constant communication and documentation.

The school will refer students who require increased support as a result of the number of consequences applied to their behavior to the Response to Intervention (RtI) process.

Expectations of the discipline plan

- The primary expectation of the Discipline Plan is to provide a safe physical and emotional environment for all students in which to learn, grow, and lead.
- DC Bilingual expects teachers to follow the procedures of the Discipline Plan, in collaboration with the Behavior Team and administrators, to include parent/guardian communication and documentation of incidents per the procedures found in the Staff Policies and Procedures manual.
- DC Bilingual expects that school leaders and the Behavior Team make timely and fair decisions regarding the application of the discipline plan. DC Bilingual provides communication to the parent/guardian in written form per parent/guardian request within 24 hours of an incident or immediately in the case of an out of school suspension.
- DC Bilingual expects students to follow instructions at all times by making appropriate choices, using appropriate language, respecting the rights and property of others, and resolving conflict without physical contact or severe emotional harm.
- Adherence to the anti-bullying policy.
- DC Bilingual expects that parents/guardians adhere to the expectations of the plan while on school property or during field trips or other school events. In such cases, DC Bilingual expects parents/guardians to discipline their students, if necessary, in a positive and respectful manner. It is not appropriate for parents/guardians to discipline other children.

DC Bilingual's discipline plan process

Step 1: Discipline is typically handled first in the classroom. If concerns persist, the classroom teacher or team will take additional steps including referral to the Grade Level Team Coach, scheduling of a meeting with parents/guardians, referrals for additional assistance or consultation, and, when appropriate, suspension or expulsion.

Please review the following steps in the process.

Classroom Consequences & Alignment to the LEADer Log System for Parent/Guardian Communication

Behavior	Possible Behaviors	Consequence*	Follow Up Action
Tier One (Redirection /Warning)	<ul style="list-style-type: none"> - ignoring directions when first given - minor disruptive or distracting behavior - minor misuse of materials - failure to be prepared 	Verbal or visual warning	<p>Monitor behavior and provide precise directions.</p> <p>Utilize additional best practice strategies to redirect the behavior or provide incentives for change.</p>
Tier Two	<ul style="list-style-type: none"> - failure to follow directions after warning - minor inappropriate physical action or language - running in the building (classroom, hallway, etc.) - presence in the hallway or classroom without permission 	Change in proximity to teacher or to a specific student	<p>Teacher immediately informs students of how to re engage when they are ready/calm.</p> <p>Teacher checks in regularly with positive support or to have a restorative conversation.</p>
Tier Three	<ul style="list-style-type: none"> - open defiance or repeated failure to follow directions - moderate inappropriate 	In class reflection or time out for 5 minutes or less	<p>Student complete a Reflection Sheet in the classroom before returning to learning activity.</p> <p>Teacher requests support if the student refuses consequence.</p>



	<p>physical action or language</p> <ul style="list-style-type: none"> - major misuse of classroom materials - Multiple Tier <p>Two actions may earn a Tier Three consequence</p>		<p>Student apologizes and articulates a plan for change. Report is logged. Parent/Guardian is contacted.</p>
Tier Four	<ul style="list-style-type: none"> - repeated defiance towards adults - demonstration of major inappropriate physical action or language - Bullying - theft of school/personal property - lying to or misleading school staff - Multiple Tier <p>Three actions may earn a Tier Four consequence.</p>	<p>Out of classroom reflection such as Buddy Class**.</p> <p>Time*** determined by teacher and school leadership.</p>	<p>Teacher informs School Leadership, Student completes Reflection Sheet in Buddy Classroom and/or with School Leadership. Extended time away from class may be required.</p> <p>Teacher requests support if the student refuses buddy class, needs to be escorted, or is a danger to self or others.</p> <p>See additional information for Tier Four Out of Classroom Consequences. Report is logged. Parent/Guardian is contacted.</p>

*When a student with an IEP demonstrates significant behavioral challenges, the following procedures will apply:

1. If the student's IEP includes specific disciplinary guidelines, the student will be disciplined in accordance with those guidelines. If the disciplinary guidelines appear to be ineffective, or if there is concern for the health and safety of the student or others, the matter will be immediately referred to the multidisciplinary team. The multidisciplinary team will review and revise the IEP as appropriate and if needed request a Functional Behavioral Analysis (FBA).
2. If the infraction is not a manifestation of the student's disability, the student will be disciplined in accordance with standard school policy relating to each infraction. If the school's behavior

specialists alongside school leadership decide to suspend the student, the multidisciplinary team will arrange for appropriate alternative instruction.

3. If a student identified as having a disability is suspended during the course of the school year for a total of ten days, the student must be immediately referred for a manifestation meeting. The manifestation meeting will include the Head of School, the Principal, the Special Education Manager, the Behavior Specialists, counseling team and the student's multidisciplinary team. The SST will include the child's teachers at the manifestation meeting and will explore whether the infraction is a result of the disability. Special Education services are not to be interrupted during the manifestation process or long-term suspension. If it is determined that the behavior was a manifestation of the student's disability and the student is suspended beyond 10 days, educational services, including access to the general curriculum, must continue.

**The goal of out-of-classroom reflection in a buddy classroom or with leadership is to ensure the student takes verbal and/or written responsibility for his/her actions. In addition, the reflection may provide an emotional buffer for the student and his/her peers. At the end of the reflection, the student may return to class to continue learning. The goal of the reflection is to ensure the student is ready to learn. The teacher must support the reentry of the student and apply additional strategies to support the student's success.

Step 2: School leadership has a legal and moral responsibility to ensure that all students are treated fairly and in accordance with the school discipline plan. The goal of any consequence is to ensure learning and safety for all students including the student receiving the consequence. If a student requires a Tier Four consequence, school leadership will follow the steps below.

At DC Bilingual, school leaders and the Behavior Team have the authority to apply these consequences.

Out-of-classroom consequences for tier four behavior

In the event that a child is not ready to return to the classroom for learning or in a case that requires immediate in-school or out-of-school suspension, the Principal and Behavior Specialists determine the consequence given the following guidelines.

Tier Four Behavior Requiring Immediate In-School or Out-of-School Suspension	Consequence for PreK & Kinder Students	Consequence for 1st - 5th Grade Students
Assault of a teacher or student with an object or weapon	Half day or full day in-school suspension, when appropriate	Half day or one to three day in- or out-of-school suspension depending on frequency and seriousness of the occurrence(s)
Possession of any illegal substance including alcohol or tobacco, firearm, or weapon	Half day or full day in-school suspension, when appropriate	One to three day in- or out-of-school suspension depending on frequency

		and seriousness of the occurrence(s)
History of repeated acts of bullying towards one or more students	Half day or full day in-school suspension for PreK, one to three day in- or out-of-school suspension for kinder students	Half day or one to three day in- or out-of-school suspension depending on frequency and seriousness of the occurrence(s)
Inappropriate use of technology	Scaffolding of the use of technology based on student's development	Half day or one to three day in or out of school suspension depending on frequency and seriousness of the occurrence(s)

Additional consequences, follow-up actions, and home/school agreements for tier four offenses

Grade Level	First and Second Occurrence	Third Occurrence
PreK3, PreK4, Kinder (Sept-December)	Parent/guardian meeting preferred and home consequence	Home/school behavior contract; voluntary time at home; and/or parent/guardian time in classroom
Kinder (January - June), First, Second,	Parent/guardian meeting and home consequence w/ in-school suspension	Home/school behavior contract; parent/guardian time in classroom; and/or out-of-school suspension
Third, Fourth, Fifth	Parent/guardian meeting and home consequence w/ in-school suspension	Home/school behavior contract; parent/guardian time in classroom; and/or out-of-school suspension
Students with Disabilities*	Parent/guardian meeting and home consequence w/ in-school suspension	Home/school behavior contract parent/guardian time in classroom; and/or out-of-school suspension

*See the above description regarding the process taken when a child has an IEP.

# of Tier 4 Incidents	Administrative Follow Up Action	Grade Level Team Follow Up Action
More than once a week for two consecutive weeks	Administrator will follow up with grade level team, counselor, and/or parent/guardian as needed	<ul style="list-style-type: none"> For non-IEP students, set an RtI meeting time for grade level team to discuss student. Create interventions including incentives, behavior charts, or other strategies suggested by the Pre-Referral Intervention Manual (PRIM), counselor, or team. Set a meeting with the parents/guardians to discuss interventions and home support. Invite administrators, counselors as needed. If a student has an IEP, an IEP meeting must be scheduled through the special education manager and their Behavior Intervention Plan (BIP) may be revised.
More than once a week for one month	Mandatory administrator meeting with parents/guardians and grade level team	<ul style="list-style-type: none"> MDT Meeting must be scheduled and BIP revised for special education students Student Support Team (SST) must be scheduled by the grade level team coach

Step 3: If a student repeats tier four offences, additional days will be added for each occurrence up to 10 days of out-of-school suspension. DC Bilingual reserves the right to provide a free and adequate education for up to 20 days away from the normal school setting.

Definition of in-school suspension and out-of-school suspension

In-school suspension takes place on school property in a buddy classroom or other safe, designated location. Students complete all assigned tasks and any logical consequence action(s). Parents/guardians will be notified of any in-school suspension and are entitled to receive a full paper report of the incident, if requested. The grievance process is explained below.

Out-of-school suspension takes place off school property. A student may not return to school property until the full suspension is served. A reentry conference may be held with the student, parent/guardian, teacher, and school leadership. DC Bilingual must report all full day in school and out-of-school suspension monthly to the DC Public Charter School Board. DC Bilingual will notify parents/guardians of any out-of-school school suspension and parents/guardians may receive a full paper report of the incident, if requested. The process for notice, a hearing, and how, when, and to whom a decision may be appealed, and the grievance process is explained below. DC Bilingual will hold a manifestation meeting for student who receive special education services.

Grievance Procedures

DC Bilingual treats all students in a fair and impartial manner. Parents/guardians may submit a grievance or appeal to the school to resolve any problems as quickly, fairly, and informally as possible. A grievance or appeal is any significant parent/guardian concern that arises in the education or treatment of their student. Parents and guardians of students who believe that they or their student have been treated unfairly are encouraged to contact the Principal immediately or up to 30 business days after the event. If needed, the parents and guardians can also appeal to the Head of School if the matter is not resolved. If needed, the parents and guardians can also appeal to the Board of Directors to appeal any decision made.

Behavior Contract

If necessary, DC Bilingual will develop a behavior contract for the student in agreement with parent/guardian during a parent/guardian meeting. The purpose of a behavior contract is to explicitly communicate the classroom rules to the student, and to implement daily reflection and recording of success. Teachers, with additional support as needed, will plan accommodations and implement strategies designed to support the student in meeting the goals of the behavior contract: DC Bilingual may also ask that parents/guardians try home strategies. Frequent communication with the parents/guardians at this stage is expected and required. The teacher and parents/guardians will develop a plan for effective communication. It is critical that a parent/guardian be accessible and easily reached when their student has a behavior contract.

Expulsion

DC Bilingual does not expel students. Students may be suspended based upon the tiers discussed above. If the unwanted behavior continues DC Bilingual will work with the family to provide in school support and connect with community resources such as individual and family counseling.

Student Privacy

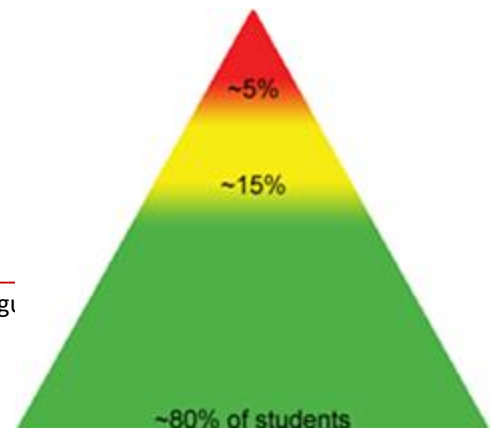
All students' privacy will always be protected, regardless of whether a student is an aggressor or aggrieved. DC Bilingual will not provide second and third parties with other students' information.

DC Bilingual PBIS Overview

What Is Positive Behavior Interventions and Supports (PBIS)?

PBIS is a systematic approach to create and sustain a positive and effective teaching and learning environment for everyone. At DC Bilingual, our staff teaches, models, and acknowledges positive behavior expectations. DC Bilingual teaches the behavior expectations to students throughout the year in different areas of the school, and leadership dedicates a significant amount of time at the beginning of the year to train staff and students. Staff provide students who have difficulty learning behavior expectations additional instruction in small groups or on an individual basis. DC Bilingual emphasizes preventing problematic behavior. If problematic behaviors arise, DC Bilingual emphasizes teaching alternative behaviors.

Parents/guardians are partners in supporting PBIS by positively acknowledging their students for following the school-wide behavior



expectations.

The PBIS Triangle is a graphic representation that outlines three levels of supports and interventions that all schools need to address to meet the social/emotional needs of all students.

Primary/Universal Supports: This level of the triangle represents the school-wide strategies, supports, and structures designed to prevent problem behavior and meet the needs of all students.

Universal (Tier 1) Supports (green) have seven major components in common:

- A shared vision and common approach to creating a safe, positive, and effective learning environment. - **Clear Classroom Expectations, the LEAD system, and No- Nonsense Nurturing (NNN) School-wide system of management**
- A positively stated mission/purpose grounded in equity – **DC Bilingual is a learning community that ensures high academic achievement for all students in both Spanish and English**
- A small number of agreed upon positively stated expectations for all students and staff – **LEAD-Learn Languages, Earn Respect, Act Responsibly, Do your Best**
- Procedures for teaching these expectations to students in classroom and non-classroom settings. **Frontloading for students at the beginning of the year and coaching teachers to teach these expectations, as well as character education and anti-bullying workshops**
- A system of rewards that has elements which are implemented consistently across school settings, including **LEADers of the week and community meeting for classroom recognition**
- A coherent array of responses to major and minor problem behavior. **A tiered approached in class and school-wide of responses to behaviors**
- A system for monitoring and evaluating the effectiveness of school-wide PBIS. **Coaching cycle of monitoring, NNN implementation with fidelity, Power School Reports, and attendance monitoring**

Secondary/Targeted Support (Tier 2) (yellow) is designed to provide targeted interventions to support students who are not responding to Universal Supports. Interventions within Tier 2 are more intensive and focused on a smaller number of students who are at risk for engaging in problem behavior and/or need more support. Secondary Prevention practices involve small groups of students or simple individualized intervention strategies.

Secondary Prevention strategies include:

- Early universal screening: **vision, hearing, occupational therapy, language development, and behavior.**
- Continuous progress monitoring for students who exhibit difficulties despite proactive school-wide prevention efforts. **(Rtl tracker).**
- Systems for increasing structure and predictability: **BIP meetings with a multi disciplinary team collectively formulating hypotheses based on data collected; creating BIPs that have prevention strategies; brief Functional Behavior Assessments (FBA); and ABC data.**
- Systems for increasing positive adult-student interactions and relationships, including **the practice of restorative conversation and relationship building and home visits.**
- Systems for linking academic and behavioral performance. **Monitoring the impact of behavior loss of instruction and lack of academic gains, PTT, and family expos.**
- Systems for increasing home/school communication, **including parent/guardian participation in meetings and providing wrap around services when applicable.**
- Collecting and using data for decision-making, **cycles of intervention, and monitoring outcomes.**



Individualized/Intensive Supports (Tier 3) (red), the top of the PBIS triangle, represents the supports and strategies necessary to both prevent and respond to the needs of the students with the most significant behavioral challenges. For these students, a highly individualized approach; which includes school, family, and interagency support may be necessary.

Tertiary Supports include:

- Linking academic and behavior supports: ***Academic support in small groups based on the impact behavior has on academic growth.***
- Individualized intervention: An individualized BIP ***based on student needs and data collected by the team.***
- Individualized behavior support planning: ***Including, prevention, teaching, reinforcement, extinction, and a crisis plan needed to address behavior.***

DC Bilingual reserves the right to collaborate with community support services if a student is in crisis and requires a higher level of support.

Please note that through all these processes DC Bilingual protects the privacy of all students.

DC Bilingual’s Attendance Policy

Attendance

It is the expectation that all children attend school on time every day, on ALL school calendar days. School hours are Monday, Tuesday, Wednesday and Thursday from 8:10 - 4:00 pm, and on Fridays from 8:10-1:00pm. Students must be present for 80% of the day to be counted as present; otherwise they are recorded absent per the rules defined below. Per DC Attendance Laws, students who miss more than 20% of the school day are marked “partial day absent.” Partial day absences count the same as full day absence for reporting purposes.

DC Bilingual expects parents/guardians to notify the school by 9:00 am each day a child is absent and provide a reason for the absence. To notify about an absence please call 202-750-6674 and ask for the DC Bilingual Office. DC Bilingual will contact parents/guardians if their child is absent without explanation. Failure to improve attendance may jeopardize a child’s grade level promotion for the following school year and lead to additional measures, as detailed in the next paragraph.

DC Bilingual requires written documentation for absences of two or more days and for all excused absences. Families must provide documentation for excused absences and tardies within five days of the absence or tardy in order for it to be applied to the student’s record.

Excused absences/tardies include:

- Illness or injury to the student
- Quarantine or contagious illness
- Death in the immediate family
- Religious observances
- Medical or doctor appointments (with a note from the doctor)

- Court appearances
- Pre-approved requests made in writing by the parent/guardian
- Lawful suspension or exclusion from school by school authorities
- Temporary closing of facilities or suspension of classes due to severe weather, official activities, holidays, unsafe conditions, or emergencies requiring school closings
- Failure of the District of Columbia to provide transportation in cases where the District of Columbia has a legal responsibility for the transportation of the student
- Absences to allow students of military to visit with their parent or legal guardian immediately before, during, and after deployment, as appropriate illness

Attendance records will show both excused and unexcused absences. DC Bilingual expects that families schedule recreational activities and vacations only during designated school breaks.

Note: Retention decisions are sometimes made based on attendance records. Numerous absences result in lost instruction time and could lead to a student not being ready for the next grade level.

Unexcused Absences

To ensure that DC Bilingual is aware of the whereabouts of our students, we will take the following steps in response to unexcused absences:

Number of Unexcused Absences	Teacher Actions	Staff Actions	Administration Actions	Next Steps/ Escalation
1-2	Teacher calls home, logs interaction (Optional)	N/A	N/A	Teacher monitors attendance for additional absences in a 5 day period
3	Teacher emails School Registrar "Student x has 3 absences. Please call home" (Optional)	PowerSchool automatically emails and texts home.	N/A	Staff monitors attendance for additional absences in a 5 day period NOTE: If student is absent for 3 consecutive days with NO communication from family WELFARE CHECK will occur immediately
4	N/A	PowerSchool automatically emails	N/A	

		and texts home.		
5	N/A	Student is referred to the Student Support Team, which will review the case and recommend supports. School Registrar generates a truancy letter to go home with student. Parent/guardian must return letter to office within 3 school days	Head of School signs letter	Staff monitors attendance for additional absences for remainder of term
6-7	N/A	Office staff schedules a meeting between family and school Head of School	Head of School meets with family to review attendance expectations and next steps if truancy continues (i.e. CFSA)	Staff monitors attendance for additional absences for remainder of term
8-9	N/A	School Registrar notifies Head of School if additional absences occur.	Counseling team may refer families to additional services or calls home to reiterate expectations set in meeting. Logs interaction.	Staff monitors attendance for additional absences for remainder of term
10+	N/A	Student Support Team notifies school administrator with plan for immediate intervention. School Registrar identifies students to be referred to CFSA, School Registrar submits information.	School Registrar/Head of School identifies students to be referred to CFSA, school registrar submits information. School notifies OSSE.	

DC Bilingual adheres to the following truancy policy:



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- DC Bilingual will include all late arrivals (tardies) and early pick-ups in calculations of lost instructional time.
 - All unexcused absences warrant an automated phone call home. Make sure you have an updated phone number on file with the school.
 - Five days of unexcused absences result in a letter sent home with your student.
 - Six days of unexcused absences warrant a parent/guardian conference.
 - City regulations require that DC Bilingual refers families to Child and Family Services after 10 unexcused absences, not including tardies.

Notice of Grievance Procedures

Anyone who believes DC Bilingual Public Charter School has violated Title VI, Title IX, Section 504, Title II, and/or the Age Act may submit a complaint pursuant to DC Bilingual Public Charter School's Grievance Procedures. A copy of the grievance procedures can be found below or obtained upon request by contacting the school administration at 33 Riggs Road NE, Washington DC 20011 or call 202-750-6674.

DC Bilingual's Grievance Procedures

DC Bilingual Public Charter School is committed to providing the best possible conditions for all members of the school community, including students, families, visitors, teachers and administrators.

Part of this commitment is encouraging an open and frank atmosphere in which any problem, complaint, suggestion or question receives a timely response from school supervisors and administrators. Fair and honest treatment of all students, family members, visitors and employees is our goal.

If a student, parent/guardian, or visitor disagrees with established rules of conduct, policies or practices, or feel that they have been treated unfairly, they may express their concerns through the following problem resolution procedure.

No person will be retaliated against or penalized formally or informally, for voicing a complaint with DC Bilingual Public Charter School in a reasonable, professional manner or for participating in the investigation of a complaint pursuant to the grievance procedure.

A student, parent or guardian may initiate the grievance procedure to appeal any final decision of school personnel except as provided in section A below. A person may initiate the grievance procedure to resolve complaints of discrimination based upon race, color, national origin, sex, age or disability. This grievance procedure does not bar individuals from filing claims in other forums to the extent permitted by state or federal law.

- This policy does not apply in the case of suspension or expulsion or in the case of alleged sexual harassment where the provisions of the Sexual Harassment Policy or the Sexual Abuse Prevention and Awareness Policy apply.

The following are the steps to follow for initiative a grievance:

- **Contact Information:**

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- DC Bilingual's Principal Grades PK3-2nd Grade: Eleni McCabe - emccabe@dcbilingual.org
 - DC Bilingual's Principal Grades 3rd-5th: Rohini Ramnath- rramnath@dcbilingual.org
 - DC Bilingual's Head of School: Daniela Anello - danello@dcbilingual.org
 - DC Bilingual's Board of Directors Chair: Nadia Ramey, DCBBoard@DCBilingual.org
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 - **Step 1, Initiating a Grievance -- Principal Conference:** A parent or guardian wishing to invoke the grievance procedure shall make a written request for a conference with DC Bilingual Public Charter School leadership to discuss the grievance and seek resolution. If a complaint of discrimination is being made against the Principal, the written request can be submitted to DC Bilingual's Head of School, who will designate an appropriate individual to investigate the complaint. If the complaint involves the Head of School, a written request for a meeting can be submitted to the Chairman of DC Bilingual's Board of Directors. The request shall state in detail the basis for the grievance, name the specific policy, rule or law believed to have been violated, and specify the relief being sought. The written complaint can be sent or delivered to DC Bilingual Public School, 33 Riggs Road, NE Washington DC 20011.
 - No grievance will be heard unless it has been filed in writing within thirty (30) calendar days after the act or condition giving rise to the grievance and such filing must state with particularity the basis for the grievance, the policy regulation and/or procedure, rule or law believed to have been violated, and the remedy sought.
 - The school official officiating over the grievance will conduct an adequate, reliable and impartial investigation and grant a conference within five (5) school days following receipt of the written complaint.
 - The person making the complaint will be permitted to present any information, documents, or witnesses that he/she would like to be considered as part of this conference and investigation. All information related to the conference and investigation will remain confidential.
 - Within ten (10) school days of the conference, the Principal (or Head of School or Chairman of the Board of Directors) will respond to the complaint in writing summarizing the outcome of the investigation and any corrective or remedial action necessary.
 - **Step 2, If Situation Not Resolved to Satisfaction -- Appeal to the Head of School and/or Board of Directors:** If the grievance is not resolved in completion of Step 1, the grievant may appeal the decision in writing to the Head of School or the Board of Directors. The written appeal can be sent or delivered to 33 Riggs Road NE, Washington DC 20011. Please deliver the document in a sealed envelope with the intended recipient written on the front.
 - The appeal must be made within five (5) school days following receipt of the principal's written response. The Head of School and/or the Chairman of the Board of Directors, or designee shall review the complaint, the response, and all information presented as part of the investigation, and meet with the individuals involved if necessary.
 - Within 15 school days of receiving the appeal, the designee shall respond in writing summarizing the outcome of the appeal and any corrective or remedial action necessary.

NOTICE OF NONDISCRIMINATION



In accordance with Title VI of the Civil Rights Act of 1964 (“Title VI”), Title IX of the Education Amendments of 1972 (“Title IX”), Section 504 of the Rehabilitation Act of 1973 (“Section 504”), Title II of the Americans with Disabilities Act of 1990 (“ADA”), and the Age Discrimination Act of 1975 (“the Age Act”), applicants for admission and employment, students, parents/guardians, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with DC Bilingual Public Charter School are hereby notified that DC Bilingual Public Charter School does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment or employment in, its programs and activities. Students, parents and/or guardians having inquiries concerning DC Bilingual’s compliance with Section 504, ADA, Title VI, Title IX, and/or the Age Act as they apply to students or who wish to file a complaint regarding such compliance should contact the Principals, Eleni McCabe emccabe@dcbilingual.org and Rohini Ramnath- rramnath@dcbilingual.org has been designated by DC Bilingual Public Charter School to coordinate its efforts to comply with the regulations implementing Section 504, the ADA, Title VI, Title IX, and the Age Act as they relate to students. For inquiries or to file a complaint regarding DC Bilingual’s compliance with the ADA, Section 504, Title VI, Title IX, and/or the Age Act as they relate to employees or third parties, contact the DCB Administration. DCB’s CFO John Breyer (at jbreyer@dcbilingual.org) has been designated by DC Bilingual Public Charter School to coordinate its efforts to comply with the regulations implementing Section 504, the ADA, Title VI, Title IX, and the Age Act as they relate to employees or third parties.

Family Educational Rights and Privacy Act (FERPA) Notice

As a public charter school, DC Bilingual PCS ensures the privacy of all students, as it pertains to all records related to academic performance, behavior, special education, and other support services. All DC Bilingual PCS staff are expected to safeguard this important student right, maintain confidentiality, and share related information only with parents/guardians and designated staff. Information will be shared for reporting purposes as required and in accordance with all laws and expectations. Confidentiality issues will be considered at all times when discussing individual student achievement, behavior and other issues. DC Bilingual’s policies toward student confidentiality follow the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) and the Safeguard of Student Information Policy. DC Bilingual PCS takes stewardship of student information and data very seriously. Accordingly, the school uses high quality student data systems that are web based and secure. The school follows all regulations pertaining to how data is stored and shared. Likewise, student records are managed according to state and federal regulations. Rights to student records are as follows:

Parents/guardians or eligible students have the right to inspect and review their student’s education records maintained by DC Bilingual PCS. DC Bilingual is not required to provide copies of records unless, for good reasons (such as great distance), it is impossible for parents/guardians or eligible students to review the records. DC Bilingual PCS may charge a fee for copies.

- Parents/guardians or eligible students who wish to inspect their child’s or their own education records should complete a request form found at the reception desk to identify the records they wish to inspect. The school registrar or school charter office manager will make arrangements for access to the



record(s) and notify the parent/guardian or eligible student of the time and place where the record(s) may be inspected within five days.

- Parents/guardians or eligible students have the right to request to the Charter Office that DC Bilingual PCS correct records which they believe to be inaccurate or misleading. The request should be submitted in writing. If DC Bilingual decides not to amend the record(s), the parent/guardian or eligible student then has the right to a formal hearing. After the hearing, if DC Bilingual still decides not to amend the record(s), the parent/guardian or eligible student has the right to place a statement in the record setting forth their view about the contested information.

- DC Bilingual PCS will obtain written permission from the parent/guardian or eligible student in order to release any information from a student's education record with the following exceptions. FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials including a person employed by DCB in an administrative, counseling, supervisory, academic, student support services, or research position, or a support person to these positions with legitimate educational interest, which is defined as needed to fulfill their professional responsibility ;

- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- To an agency caseworker or other representative of a state or local child welfare agency

or tribal organization;

- Appropriate officials in cases of health and safety emergencies;
- State and local authorities within the justice system; and
- 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. DC Bilingual may also disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, and honors and awards. However, DC Bilingual will tell parents/guardians and eligible students about directory information and allow parents/guardians and eligible students a reasonable amount of time to request that the school not disclose directory information about them as part of the enrollment or re-enrollment packets at the beginning of every school year. All families have the right to file a complaint with the U.S. Department of Education concerning alleged failures by DC Bilingual PCS to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202



Admission Preference Policy

DC Bilingual's has opted to use the following admission preference policy, listed in the order of implementation:

1. Children of Staff
2. Sibling Attending
3. At Risk Status (Starting SY 22-23)
4. Sibling Offered
5. Sibling Attending across LEA
6. Sibling Offered across LEA

Staff preference:

Staff preference is a benefit granted to full time DC Bilingual PCS employees who work a minimum of 32 hours/week.

Sibling preference:

- Must share 1 biological parent or legal guardian
- Do not have to live in the same home.
- Shared biological parent or legal guardian has to prove and maintain DC residency and complete enrollment paperwork