



Student/Family Policies

Submitted to the District of Columbia Public Charter School Board
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CODE OF CONDUCT

Code of Conduct Categories and Violations

The primary objective of the Kingsman Academy Code of Conduct is to ensure progressive and developmentally appropriate responses to each discipline infraction. The Policies and Procedures for Behavior Interventions and Discipline serve as a guideline to promote positive school culture in a safe, supportive learning environment. School rules and policies are enforced through a tiered framework of positive behavior supports, restorative justice practices, and consistent consequences for disruptive conduct. This evidence-based approach to discipline management offers a continuum of interventions that foster self-discipline, personal accountability, and pro-social behavior.

Policies and Procedures for Behavior Interventions and Discipline

In the event that students violate the Code of Conduct, faculty and staff members will engage cooperatively with students and families to address and solve behavioral concerns. Violations of the Code of Conduct may, however, also result in consequences. Kingsman Academy has a progressive discipline policy whereby consequences and interventions escalate as behaviors recur or increase in severity.

All disciplinary issues are handled on a case-by-case basis and determination of the level of an infraction and the appropriate consequence is at the sole discretion of the Kingsman Academy faculty and staff members. The following, however, provides general guidance to progressive discipline infraction levels and tiered interventions:

Tier I – Positive Behavior Support

One of the overarching goals for Kingsman Academy is the implementation of school-wide positive behavior support (PBS) to create a positive school culture and climate. Kingsman Academy employs the PBS framework to create a multi-tiered system of supports (MTSS), ensuring that all of our students are placed in the interventions and programs required to achieve success. PBS also encourages relationship building and student engagement.

PBS guides schools in using data-driven decisions to create systems and practices to meet the needs of all students. PBIS divides behavior into four tiers: Universal Tier I interventions (green tier), yellow zone targeted interventions, blue zone intensive interventions and red zone individual interventions. Kingsman Academy initiates this process with a team structure to run interventions at the different tiers. The PBS team includes the Student Support Services team and the School Support Services team. Grade level and MTSS tier teachers, parents, and students are also invited to join the PBS team to ensure a global perspective and initiate a true community effort.

Tier 2 – Restorative Practices Program and Therapeutic Support

Restorative Practices Program

The Restorative Practices Program at Kingsman Academy provides a cohesive framework for students to feel safe and build positive relationships. Students and staff work collaboratively to address underlying issues of undesired behaviors through conflict resolution and critical thinking skills.

In the creation and implementation of all Tier Two behavior interventions, Kingsman Academy adopts the following Restorative Practices goals in prevention and response to levels one through three behavior infractions:

- **Accountability:** Restorative Practices strategies provide opportunities for students who violate the code of conduct to be held accountable to those they have harmed. This process enables them to repair the harm they caused to the extent possible.
- **Community safety:** Restorative Practices recognizes the need to keep the community safe through strategies that build relationships and empower the community to take responsibility for the well-being of all.
- **Competency development:** Restorative Practices seeks to increase the pro-social skills of those who have harmed others, address underlying factors that lead to undesired behavior, and build on strengths in each student.

Therapeutic Support

The Behavior Interventions Department plays a vital role in creating behavioral intervention initiatives that help the school to:

- Understand the meanings of student behaviors,
- Understand what might cause the behaviors to happen, and
- Understand how to respond to the behavior so the student can learn the appropriate replacement behaviors.

Kingsman Academy collects pre and post behavioral assessment data to assist in the development of school-wide interventions and measure the effectiveness of discipline management strategies. Some students receive group and individual counseling sessions. Staff members are trained yearly in Therapeutic Aggression Control Techniques, Version 2 (TACT2) or other crisis de-escalation programs.

Tier 3 – Administrative Discipline Measures

For Level 1, Level 2, and Level 3 infractions, Tier 3 Interventions are only appropriate when other tiered interventions have been unsuccessful for similar conduct. For Level 4 and Level 5 infractions, Tier 3 Interventions must be appropriate for the severity of the infraction or pattern of persistent behavior.

Kingsman Academy follows all applicable laws regarding tier 3 interventions for students, including, but not limited to, the Student Fair Access to School Amendment Act of 2018, which provides that schools may only subject middle school students to out-of-school suspensions or expulsions when they have “willfully caused, attempted to cause, or threatened to cause bodily injury or emotional distress to another person”.

Out-of-School Suspension

Suspension as an administrative disciplinary action is only appropriate when other tiered interventions have been unsuccessful or when the severity of the infraction warrants temporary removal from the school. Students may be suspended for up to three (3) days for disruptive behavior, up to five (5) days for aggressive or unlawful behavior, and up to ten (10) days for violent or unlawful behavior.

If a student is suspended, he or she is removed from the school for a period of up to 10 school days. During this time, class work will be provided to the student and the student must complete such work to the satisfaction of his or her teachers.

During any suspension, the student is not permitted on school grounds or at school functions. When a student is suspended, the parent/guardian will be given written notice containing the reasons for and the length of the suspension. A conference between parents/guardians and faculty and staff members may be held before the student returns to class.

Expulsion

Expulsion is the withdrawal of the student from Kingsman Academy for a specific period of time, generally the remainder of the school year or one calendar year. Expulsion may also be permanent. Expulsion is a last-resort administrative disciplinary action that is only appropriate when other tiered interventions have been unsuccessful or when the severity of the infraction necessitates expulsion.

If the school administration believes that a student has committed an infraction that necessitates expulsion, the following steps will be taken:

- The student will be assigned a ten (10)-day out-of-school suspension pending expulsion.
- An expulsion conference will be set before the end of the tenth day for the student, the parents/guardians and a school administrator.
- The school will notify, in writing and via telephone, the parent/guardian of the infraction committed by the student, the recommendation to expel the student, the suspension pending expulsion, and the date and time of the expulsion conference.
- The parent/guardian and student may respond in writing to the expulsion recommendation at any time before the expulsion conference.
- The school administrator will lead the expulsion conference and will give the student, the parents/guardians, and the school administrator recommending expulsion an opportunity to be heard.
- Following the expulsion conference, the Executive Director Designee will decide whether to uphold the expulsion recommendation and will notify, in writing and via telephone, the parents/guardians of that decision.

Appeals

Parents/guardians have the right to appeal a suspension or expulsion decision to the Executive Director. To appeal, the parents/guardians must contact the school at (202) 547-1028 within five (5) school days of being notified of the suspension or expulsion decision to request a meeting with the Executive Director. If the parents/guardians do not request a meeting with the Executive Director within five (5) school days, they will have waived the right to appeal.

Following a meeting with the student and parents/guardians, the Executive Director will decide whether to uphold the suspension or expulsion decision. The Executive Director will notify, in writing and via telephone, the parents/guardians of that decision.

Independent Hearings

Kingsman Academy's policy is to have the school administrator make the decision regarding expulsion and the Executive Director to hear the appeal. Parents/guardians may instead request that the school select an independent hearing officer to make the decision instead of the Deputy Director.

To request an independent hearing, parents/guardians must contact the school at (202) 547-1028 within three (3) school days of being notified of the recommendation for expulsion. Appeals of the independent hearing officer's decision will be heard by the chair of the Kingsman Academy Board of Trustees.

Tier 3 Interventions with Students with Disabilities

The basis for applying Tier 3 interventions for students with disabilities shall be no different than the basis for such actions applied to students without disabilities. Reasonable accommodation of a student's disability shall not prevent the school from applying its Code of Conduct to a student with a disability when the behavior is not related to the disability. However, students with disabilities are entitled to certain additional procedural protections during the discipline process.

These procedural protections apply when a student has experienced a change in placement because of disciplinary removals, which occurs when the student has been subjected to a series of removals that constitute a pattern: (1) because the series of removals totals more than ten (10) school days in a school year; (2) because the student's behavior is substantially similar to the student's behavior in previous incidents that results in the series of removals; and (3) because of such additional factors as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another.

The protections include, but are not limited to, requirements for a meeting to determine if behaviors resulting in expulsion or suspension longer than ten (10) days are a manifestation of a student's disability. If a student experiences a change in placement because of disciplinary removals as described in the previous paragraph, a member of the Integrated Comprehensive Services team will contact the parent/guardian to schedule a manifestation determination meeting. The meeting will be held within ten (10) days of the decision to change the student's placement for disciplinary reasons.

Parents can request more information about this process and a copy of the procedural safeguards by contacting the School Support Services Team or Section 504 Coordinator.

Refusal to Comply with School Personnel

Students are expected to comply with all reasonable requests made by school personnel. Student refusal to comply constitutes an admission of fault and/or guilt. Those who choose not to comply will receive consequences commensurate with the Code of Conduct violation of which they have been accused. For example, if a student is asked to report to a designated location by school staff and he or she refuses, the student has committed an act of insubordination.

Progressive Discipline Infractions & Tiered Interventions

Infraction Level	Description	Tiered Interventions
1	Non-compliant behaviors <ul style="list-style-type: none"> • Minor disruption to classroom environment • Class attendance infractions • Academic policy violations 	<ul style="list-style-type: none"> • Tier 1 – Positive Behavior Support • Tier 2 – Restorative Justice Programs & Therapeutic Support • Tier 3 – Administrative Disciplinary Action
2	Disorderly behaviors <ul style="list-style-type: none"> • Major disruptions to the classroom environment • Minor disruptions to the academic environment • Minor harm to self or others • Damage to school property 	<ul style="list-style-type: none"> • Tier 1 – Positive Behavior Support • Tier 2 – Restorative Justice Programs & Therapeutic Support • Tier 3 – Administrative Disciplinary Action
3	Disruptive Behavior <ul style="list-style-type: none"> • Major disruption to the academic environment • Harm to self or others • Minor threat to school safety 	<ul style="list-style-type: none"> • Tier 1 – Positive Behavior Support • Tier 2 – Restorative Justice Programs & Therapeutic Support • Tier 3 – Administrative Disciplinary Action
4	Aggressive or Unlawful Behavior <ul style="list-style-type: none"> • Significant disruption to the academic environment • Serious harm to self or others • Major threat to school safety • Unlawful behavior 	<ul style="list-style-type: none"> • Tier 3 – Administrative Disciplinary Action
5	Violent or Unlawful Behavior <ul style="list-style-type: none"> • Substantial disruption to school operations • Serious harm to self or others • Major threat to school safety • Unlawful behavior 	<ul style="list-style-type: none"> • Tier 3 – Administrative Disciplinary Action

Evidence-Based Behavior Interventions - Level 1 Infractions

Non-Compliant Behavior	Tier 1 Interventions Positive Behavior Support	Tier 2 Interventions Restorative Justice Programs & Therapeutic Support	Tier 3 Interventions Administrative Disciplinary Action
Environmental			
<ul style="list-style-type: none"> Classroom behavior infractions Disrespect Disruptive classroom behavior Dress code violation Inappropriate language Inappropriate touching Insubordination Unauthorized use of portable electronics 	<ul style="list-style-type: none"> Student-teacher conference Positive reinforcement Individualized replacement skills lesson, assignment and assessment Family outreach Behavior reflection assignment Development of individual behavior contract Loss of privileges 	<ul style="list-style-type: none"> Peer court/mediation Alternative learning community Individualized incentive plan Group/individual counseling Community/volunteer service Mentoring program FBA/BIP 	<ul style="list-style-type: none"> Parent-Administrator conference Student-Administrator restorative conference Referral to community organization Multi-Disciplinary (MDT) meeting In-school disciplinary action Suspension
Attendance			
<ul style="list-style-type: none"> Classroom attendance infractions Class cutting Leaving class without permission/Refusal to report to class Tardiness to class Unexcused class absences 	<ul style="list-style-type: none"> Peer to peer mentoring Classroom attendance intervention plan Class attendance contract Referral to student support team Afterschool support Family outreach 	<ul style="list-style-type: none"> Restorative approaches Individualized academic support Alternative learning community Peer support Attendance conference Group/individual counseling 	<ul style="list-style-type: none"> Before- or after-school detention Parent-Administrator conference Academic failure Multi-Disciplinary (MDT) meeting Involuntary withdrawal from class Suspension
Academic			
<ul style="list-style-type: none"> Academic infractions Academic dishonesty Academic failure due to incomplete assignments and/or attendance Off-task Refusal to complete assignments 	<ul style="list-style-type: none"> Peer-to-Peer instruction Personalized learning planning Student-teacher academic conference Afterschool support Learning style inventory Skills based baseline assessment Family outreach 	<ul style="list-style-type: none"> Restorative approaches Academic improvement plan Responsibility conference Resource room referral Peer tutoring Academic coaching Guidance counselor referral 	<ul style="list-style-type: none"> Before- or after-school detention Parent-Administrator conference Alternative learning community Multi-Disciplinary (MDT) meeting Involuntary withdrawal from class Academic failure Suspension

Evidence-Based Behavior Interventions - Level 2 Infractions

Disorderly Behavior	Tier 1 Interventions Positive Behavior Support	Tier 2 Interventions Restorative Justice Programs & Therapeutic Support	Tier 3 Interventions Administrative Disciplinary Action
<ul style="list-style-type: none"> • Leaving school grounds without permission • Lying to or giving misleading information to school staff • Obscene, seriously offensive, or abusive language or gestures • Threats (verbal, non-verbal, written) • Throwing objects that may cause injury or damage property • Unauthorized presence in hallway during class time • Documented pattern of persistent Level 1 behavior 	<ul style="list-style-type: none"> • Responsibility conference • Individualized behavior replacement skills lesson, assignment and assessment • Behavior reflection assignment • Development of individual behavior contract • Loss of privileges • Peer to peer mentoring • Referral to student support team • Behavior conference • Family outreach • Academic conference • Behavior assessment • Home-visit 	<ul style="list-style-type: none"> • Peer court • Peer mediation • Alternative Learning Community • Individualized incentive plan • Group/individual counseling • Community/volunteer service requirements • Mentoring program • FBA/BIP • Restorative approaches • Individualized academic support • Attendance intervention plan • Resource room referral • Peer mentoring • Attendance conference • Group/individual counseling • Restorative approaches • Responsibility conference • Behavior coaching • Guidance counselor referral 	<ul style="list-style-type: none"> • Parent-Administrator conference • Student-Administrator restorative conference • Referral to community organization • In-school disciplinary action • Multi-Disciplinary (MDT) meeting • Before- or after-school detention

Evidence-Based Behavior Interventions - Level 3 Infractions

Disruptive or Unlawful Behavior	Tier 1 Interventions Positive Behavior Support	Tier 2 Interventions Restorative Justice Programs & Therapeutic Support	Tier 3 Interventions Administrative Disciplinary Action
<ul style="list-style-type: none"> • Activating false alarm • Bullying or harassment of students or staff (physical, verbal or electronic) • Communicating slurs based on actual or perceived race, color, religion, national origin, sex, age marital status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of a interfamily offense, or place of residence or business, including derogatory sexual language • Distributing material or literature that is disrespectful, demeaning, humiliating, or damaging to students or staff, including posting material on the internet or sending material electronically • Engaging in behavior that demonstrates gang/neighborhood crew affiliation • Forgery • Gambling • Inciting others to violence or disruption • Possession or use of alcohol or tobacco • Theft • Unauthorized possession or use of over-the-counter medication • Any behavior or other conduct not specifically enumerated in any other level that causes disruption to the academic environment, involves damage to school property, or causes minor harm to self or other • Documented pattern of persistent Level 2 behavior 	<ul style="list-style-type: none"> • Responsibility conference • Individualized behavior replacement skills lesson, assignment and assessment • Behavior reflection assignment • Development of individual behavior contract • Referral to student support team • Afterschool group/individual sessions • Behavior conference • Family outreach • Behavior assessment • Home-visit 	<ul style="list-style-type: none"> • Peer court • Peer mediation • Alternative Learning Community • Individualized incentive plan • Group/individual counseling • Community/volunteer service requirements • Mentoring program • FBA/BIP • Restorative approaches • Individualized academic support • Attendance intervention plan • Resource room referral • Peer mentoring • Attendance conference • Group/individual counseling • Restorative approaches • Responsibility conference • Behavior coaching • Guidance counselor referral 	<ul style="list-style-type: none"> • Parent-Administrator conference • Student-Administrator restorative conference • Referral to community organization • In-school disciplinary action • Before- or after-school detention • Multi-Disciplinary (MDT) meeting • Suspension (up to 3 days)

Evidence-Based Behavior Interventions - Level 4 Infractions

Aggressive or Unlawful Behavior	Tier 3 Interventions Administrative Disciplinary Action
<ul style="list-style-type: none"> • Acts of vandalism, destruction of property, or graffiti (tagging) • Extortion • Fighting or other violent behavior • Hazing • Lewd or indecent public behavior or sexual misconduct • Possession of a weapon or replica or imitation of a weapon (including water guns), other than weapons subject to the requirements of the Gun-Free Schools Act • Possession of fireworks or explosives • Possession or distribution of obscene or pornographic material on school premises • Possession or distribution of tools or instruments that school administrators deem could be used as weapons • Possession or use of marijuana, controlled dangerous substances, imitation controlled substances, inhalants, other intoxicants, or drug paraphernalia • Sale or distribution of over-the-counter medication • Sexual harassment • Use of an article that is not normally considered a weapon to intimidate or threaten another individual • Any behavior or other conduct not specifically enumerated in any other tier in this chapter that causes significant disruption to the academic environment or causes harm to self or others • Documented pattern of persistent Level 3 behavior 	<ul style="list-style-type: none"> • Before- or after-school detention • In-school disciplinary action • Multi-Disciplinary (MDT) meeting • Suspension (up to 5 days)

Evidence-Based Behavior Interventions - Level 5 Infractions

Violent or Unlawful Behavior	Tier 3 Interventions Administrative Disciplinary Action
<ul style="list-style-type: none"> • Any behavior that violates the Gun-Free Schools Act • Arson • Assault with a weapon • Assault/physical attack on student or staff • Biohazard • Bomb threat • Commission or attempted commission of any act of sexual assault or sexual aggression • Fighting that results in serious physical injury • Participating in a group fight that has been planned, causes major disruption to school day or results in substantial bodily injury • Sale or distribution of alcohol, marijuana, prescription drugs, controlled dangerous substances, imitation controlled substances, inhalants, other intoxicants, or drug paraphernalia • Theft, or attempted theft, using force, coercion, intimidation or threat of violence • Use, possession, or bringing to school a loaded or unloaded firearm, as defined in 18 U.S.C. § 921 (2000), including but not limited to pistols, blank pistols, starter pistols, revolvers, rifles, and shotguns loaded or unloaded firearm • Use, threatened use, or transfer of any weapon • Using an article that is not normally considered a weapon to injure another individual • Any behavior or other conduct that causes or attempts to cause severe physical injury, substantial disruption, or obstruction of any lawful mission, process, or function of the school • Documented pattern of persistent Level 4 behavior 	<ul style="list-style-type: none"> • In-school disciplinary action • Multi-Disciplinary (MDT) meeting • Interim Alternative Educational Setting (for infractions involving weapons, illegal drugs, or severe bodily injury) • Expulsion • Suspension (up to 10 days)

ATTENDANCE POLICY

Because daily attendance is vital to success in school, it is very important that students are present and on time every day of school. Students must be present at least 80% of the school day to be counted as present, unless one of the exceptions below applies.

Students with Reduced Schedules

Students who have reduced daily schedules are required to be present at least 80% of their scheduled school day to be counted as present.

Students Enrolled Exclusively in Credit Recovery Courses

A student enrolled exclusively in credit recovery courses is considered present when he or she, demonstrates progress in an online course, or completes an online assignment.

Absences

Excused Absences

The following absences from school are considered excused:

- Death in the student's immediate family if verified in writing or through publicly available information;
- Illness of the student, or a relative under the student's care, for three days or less;
- Illness of the student, or a relative under the student's care, for four or more days if verified by a doctor's note;
- Observance of a religious holiday;
- Out-of-school suspension;
- Medical reasons such as a doctor's appointment for or hospitalization of the student, or a relative under the student's care, if verified by a doctor's note when the student returns to school;
- Court appearance if verified in writing or through publicly available information;
- Absences related to childcare emergencies that are verified by an independent third party;
- Absences related to homelessness;
- Placement in an interim alternative education setting;
- Placement in a detention center, jail, prison, or inpatient treatment facility; and
- Other absences approved in advance by the Kingsman Academy administration upon the written request of a parent/guardian or adult student.

Documenting Excused Absences

A parent/guardian and/or emergency contact, as listed in a student's Emergency Contact Information, must provide written documentation within five (5) school days of the absence. The written documentation must include the date(s) of the absence, the reason for the absence, and any documentation required based on the type of excuse.

Written documentation provided after five days must be approved by school administration. School administration has the discretion to approve any excuse note or accept an excuse note via alternative means. Failure to provide written documentation of an excuse will result in an unexcused absence.

Unexcused Absences

The following absences from school are generally not considered excused:

- Absences related to student employment and
- Absences related to regular childcare responsibilities.

Making Up Missed Assignments

Students whose absences are excused are entitled to receive missed academic work assignments; however, students are responsible for obtaining those assignments. Teachers may choose to provide, on a case-by-case basis, missed academic work assignments to students whose absences are not excused.

Absent Students on School Property

Students who are absent from school without excuse are not permitted to be on school property or attend or participate in school activities including athletics unless authorized by the Kingsman Academy administration.

Consequences for Repeated Absences

Referrals for Students Aged 5-13

Kingsman Academy must refer a minor student 5 years of age through 13 years of age to the Child and Family Services Agency (CFSA), no later than 2 business days after the accrual of 10 unexcused full day absences within a school year. The school may, but is not required to, refer a minor student who accrues the tenth unexcused absence within the final 10 school days of a school year.

Referrals for Students Aged 14-17

Kingsman Academy must refer a minor student 14 years of age through 17 years of age to the Court Social Services Division of the Superior Court and the Office of the Attorney General no later than 2 business days after the accrual of 15 unexcused full day absences within a school year. The school may, but is not required to, refer a minor student who accrues the fifteenth unexcused absence within the final 10 school days of a school year.

Students with 20 or More Consecutive Unexcused Absences

Kingsman Academy may, but is not required to, unenroll a student due who has 20 or more consecutive full-day unexcused absences..

Early Dismissal from School

School administration approves or deny request for early dismissal.

Students Under 18

For students under 18, a parent/guardian must send documentation in writing to the main office requesting an early dismissal. A minor student will only be released to the parent/guardian who enrolled the student at Kingsman Academy or another adult designated in writing by the student's parent/guardian on record. School administration will verify all documentation.

Students are not allowed to leave school by telephone request or written note alone. School administration has the discretion to approve any early dismissal via alternative means.

The adult to whom a student is released must provide a government ID and come into the office to sign the student out. Kingsman Academy will not release a student without a legally authorized adult being physically present.

Students 18 or Older

Students who are at least 18 years old may request their own early dismissal by submitting an Early Dismissal form. School administration will approve or deny the request for early dismissal.

Excused Dismissals

The student will be considered excused if the dismissal is for a reason that is in accordance with the excused absence policy.

Early Dismissal Due to Illness

If a student becomes ill during the school day, Kingsman Academy's on-site nurse may be able to address the student's needs. If a student is too ill to remain in school and needs to leave school, a parent/guardian will be contacted. Early dismissals are only granted when requested from a parent/guardian and/or emergency contacts that are documented during the enrollment process, or per the Emergency Contact Information update procedures (See Emergency Contact Information).

Late Arrival (Tardiness) to School

Students not present in the building at 9:00 am are considered tardy to school.

Arrival after 9:25am

Students who arrive after 9:25 am may be refused entry into their class at the discretion of school administration. Students' parents/guardians will be contacted and additional interventions and/or consequences will take place during this time. Students will receive an unexcused absence for all classes missed due to arrival after 9:25 am.

Excused Tardies

Tardies may be excused for the same reasons as absences. The same documentation is required for excused tardies as for excused absences.

Late Arrival (Tardiness) to Class

It is vital to a student's academic success to be present and seated on time, every day. Tardiness is defined as a student's physical absence from a classroom at the class start time. Tardiness to class is a Level 1 violation of the Code of Conduct and is subject to the same progressive discipline policy as other violations.

Truancy

Truancy is the willful absence from school by a minor with or without parental approval, knowledge, or consent. A truant student is a school-aged student (5–18 years old) who, without a valid reason and with or without parental knowledge or consent, does not attend school. Students who leave school early without permission from a parent/guardian may be defined as truant. A chronically truant student is a school-aged student (5-18 years old) with 10 or more unexcused absences in a school year.

Truancy Enforcement

All uniformed law enforcement officers in the District are responsible for truancy enforcement. A truant student picked up by the police will be transported in a police vehicle to the school. In addition, the student's parent/guardian will be notified of the truancy and may be required to attend a truancy conference with the student.

GRIEVANCE PROCEDURES

Kingsman Academy places a high value on the input of parents/guardians, and encourages parents/guardians to offer feedback on any aspect of the school program. Parents/guardians who have grievances are encouraged to contact the appropriate school staff member or the Compliance Director at to discuss the areas of concern. The Data and Compliance Manager can be reached at (202) 547-1028 or compliance@kingsmanacademy.org.

Formal Complaints

Kingsman Academy encourages individuals to discuss their concerns with appropriate school officials before resorting to a formal complaint. However, individuals are not required to do so before filing a formal complaint. Kingsman Academy prohibits retaliation against individuals who file a complaint or participate in a complaint investigation.

A formal complaint may be filed by following the steps outlined below:

Step 1

- Within 30 days of the alleged incident or issue, written notice of the complaint must be filed with the Compliance Director.
- The notice may be delivered to the Receptionist in the main office of the school, mailed to the school, emailed to compliance@kingsmanacademy.org, or faxed to (202) 503-9913. The written notice must include the nature of the complaint, the date(s) of the occurrence, and the desired result, and must be signed and dated by the person making the complaint.
- Upon receipt of the written notice of the complaint, the designated individual to whom the complaint was submitted will immediately initiate an adequate, reliable and impartial investigation of the complaint. Each investigation will include, as necessary, interviewing witnesses, obtaining documents and allowing parties to present evidence. All documentation related to the investigation will remain confidential.
- Within 30 business days of receiving the written notice of the complaint, the individual investigating the complaint will respond in writing to the complainant. The response will summarize the course and outcome of the investigation, and identify an appropriate resolution. If, as a result of the investigation, it is determined that misconduct occurred, appropriate corrective and remedial action will be taken.

Step 2

- If the complainant wishes to appeal the decision from Step 1, he or she may submit a signed statement of appeal to the Executive Director within 10 business days after receipt of the response.
- The appeal may be delivered to the Receptionist in the main office of the school, mailed to the school, emailed to execdir@kingsmanacademy.org, or faxed to (202) 503-9913.
- The Executive Director will review all relevant information and meet with the parties involved, as necessary. Within 21 business days of receiving the statement of appeal, the Executive Director will respond in writing to the complainant summarizing the outcome of the appeal and any corrective or remedial action to be taken.

Step 3

- If the complainant is not satisfied with the decision of the Executive Director he or she may appeal through a signed written statement to the President of the Board of Trustees (“the Board”) within 10 business days of the receipt of the Executive Director’s response.
- The written statement may be delivered to the Receptionist in the main office of the school, emailed to President of the Board at president@kingsmanacademy.org, mailed to the school, or faxed to (202) 503-9913.
- In an attempt to resolve the grievance, the Board shall review all relevant information and meet with the concerned parties and their representatives within 30 days of the receipt of such an appeal. A copy of the Board’s disposition of the appeal shall be sent to each concerned party within 15 business days of this meeting.

NON-DISCRIMINATION POLICY

In accordance with Title VI of the Civil Rights Act of 1964 (“Title VI”), Title IX of the Education Amendments of 1972 (“Title IX”), Section 504 of the Rehabilitation Act of 1973 (“Section 504”), Title II of the Americans with Disabilities Act of 1990 (ADA), and the Age Discrimination Act of 1975 (“The Age Act”), applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Kingsman Academy Public Charter School are hereby notified that Kingsman Academy 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.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) NOTICE

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

- **The right to inspect and review the student's education records within 45 days after the day Kingsman Academy receives a request for access.** Parents or eligible students should submit to the Kingsman Academy Enrollment Office a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- **The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.** Parents or eligible students who wish to ask Kingsman Academy to amend a record should write the Enrollment Office and the Executive Director, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- **The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.** One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Board of Trustees. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.
- **The right to file a complaint with the U.S. Department of Education concerning alleged failures by Kingsman Academy 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, D.C. 20202

See the list below of the disclosures that elementary and secondary schools may make without consent.

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))

- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as “directory information” under §99.37. (§99.31(a)(11))
- (a) An educational agency or institution may disclose directory information if it has given public notice to parents of students in attendance and eligible students in attendance at the agency or institution of:
 - (1) The types of personally identifiable information that the agency or institution has designated as directory information;
 - (2) A parent's or eligible student's right to refuse to let the agency or institution designate any or all of those types of information about the student as directory information; and
 - (3) The period of time within which a parent or eligible student has to notify the agency or institution in writing that he or she does not want any or all of those types of information about the student designated as directory information.
- (b) An educational agency or institution may disclose directory information about former students without complying with the notice and opt out conditions in paragraph (a) of this section. However, the agency or institution must continue to honor any valid request to opt out of the disclosure of directory information made while a student was in attendance unless the student rescinds the opt out request.
- (c) A parent or eligible student may not use the right under paragraph (a)(2) of this section to opt out of directory information disclosures to -
 - (1) Prevent an educational agency or institution from disclosing or requiring a student to disclose the student's name, identifier, or institutional email address in a class in which the student is enrolled; or
 - (2) Prevent an educational agency or institution from requiring a student to wear, to display publicly, or to disclose a student ID card or badge that exhibits information that may be designated as directory information under § 99.3 and that has been properly designated by the educational agency or institution as directory information in the public notice provided under paragraph (a)(1) of this section.
- (d) In its public notice to parents and eligible students in attendance at the agency or institution that is described in paragraph (a) of this section, an educational agency or institution may specify that disclosure of directory information will be limited to specific parties, for specific purposes, or both. When an educational agency or institution specifies that disclosure of directory information will be limited to specific parties, for specific purposes, or both, the educational agency or institution must limit its directory information disclosures to those specified in its public notice that is described in paragraph (a) of this section.
- (e) An educational agency or institution may not disclose or confirm directory information without meeting the written consent requirements in § 99.30 if a student's social security number or other non-directory information is used alone or combined with other data elements to identify or help identify the student or the student's records.

- Student directory elements may include; name; student ID number; address; telephone number; electronic mail address; photograph; date and place of birth; major field of study; grade level; enrollment status; dates of attendance; participation in officially-recognized activities and sports; weight and height of members of athletic teams; degrees and awards received, and; most recent educational agency attended.
- To prevent the release of student directory information a parent/guardian, or student over the age of 18, must submit a Directory and Recruiter Opt-Out form before the first day of school or send an email to compliance@kingsmanacademy.org. The email must include the student name and date of birth. If you have more than one child attending you must opt-out for each child separately.

OPEN MEETINGS POLICY

All meetings of the Board of Trustees of Kingsman Academy Public Charter School, including meetings held by teleconference, are open to the public. The Board of Trustees reserves the right to enter into closed Executive Session to discuss confidential or sensitive matters.

The Board of Trustees will hold at least eight meetings per fiscal year and will hold at least one public meeting to address any proposed campus closures or openings, location changes, grade level changes, or charter relinquishment.

Notice of all meetings of the Board of Trustees of Kingsman Academy is provided on the school's website. Board meetings may be rescheduled, postponed, cancelled, or relocated at the discretion of the chairperson.

Admission Preference Policy

Kingsman Academy Public Charter School (“Kingsman Academy”) is an open-enrollment public charter school. Kingsman Academy will establish program caps to ensure the long-term sustainability of academic programming and school operations. All students who apply and submit required documentation may enroll. Kingsman Academy will not recognize any enrollment preferences. Kingsman Academy does not participate in the lottery process, see more here: <https://www.myschooldc.org/find-schools/school-options-outside-my-school-dc>

Open Enrollment After the Enrollment Audit Deadline

After October’s enrollment audit deadline, students will be able to apply for both open seats and the waitlist on a rolling basis. Students who apply and gain a seat will be notified by letter, email, or phone.

Seats will be determined by the earliest date of application. A student who receives a seat must immediately accept or reject the seat. The student must also submit the required documentation within a week or the seat will go to the next student on the waitlist or remain open. Within a week of the collection of completed enrollment documentation, the student will participate in an intake interview with a member of the school’s staff. The student will begin school within a week of the intake interview.