



DC PREP – SY2019-20 Family Handbook and Calendar

Events are for all DC Prep campuses unless otherwise noted. Edgewood Middle Campus is listed as EMC; Edgewood Elementary Campus as EEC; Benning Elementary Campus as BEC; Benning Middle Campus as BMC; and Anacostia Elementary Campus as AEC. The Home Office is listed as HO. Dates subject to change.

1 st QUARTER		
August 26	Monday (8AM)	Beginning of Q1 All Campuses: First Day of 2019-20 School Year (PK3-8th); First Day of Extended Care (K-6th) <i>Half days for PK-3 & PK-4 M-Th: Full day on Friday</i>
September 2	Monday	Schools and HO Closed: Labor Day
September 3	Tuesday	First Day of <i>Extended Care</i> (PK3-PK4)
October 14	Monday	Schools and HO Closed: Indigenous People's Day
October 16	Wednesday	Parent Teacher Conferences 2:15-5:30
October 25	Friday	Schools Closed: Data Day 1 (No School for Students)
November 1	Friday	End of Q1
2 nd QUARTER		
November 4	Monday	Beginning of Q2
November 11	Monday	Schools and HO Closed: Veterans Day
November 27-29	Wednesday-Friday	Schools and HO Closed: Thanksgiving Break
December 4	Wednesday	Parent Teacher Conferences 2:15-5:30
December 13	Friday	Schools Closed: DD2 (No School for Students)
December 20	Friday	Schools Closed (No School for Students; Faculty PD)
December 23- January 3		Schools and HO Closed: Winter Break/New Year's Day
January 6	Monday	Schools and HO Re-open
January 20	Monday	Schools and HO Closed: MLK Day
January 24	Friday	End of Q2
3 rd QUARTER		
January 27	Monday	Beginning of Q3
February 7	Friday	Schools Closed: DD3 (No School for Students)
February 17-18	Monday - Tuesday	February Recess (Schools & Home Office closed)
February 26	Wednesday	Parent Teacher Conferences 2:15-5:30
March 27	Friday	Schools Closed: DD4 (No School for Students)
April 3	Friday	End of Q3
4 th QUARTER		
April 6	Monday	Beginning of Q4
April 13-17	Monday-Friday	Schools Closed: Spring Break
April 27 - May 1	Monday - Friday	2020 PARCC Testing Window (AEC, BEC, EEC)
May 4 - May 8	Monday - Friday	2020 PARCC Testing Window (BMC, EMC)
May 11-15	Monday-Friday	2020 PARCC Make-Up Testing Window
May 25	Monday	Schools and HO Closed: Memorial Day
June 12	Friday	Last Day of School for Students (All Campuses, All Grades) - Half Day
June 12	Friday	Last Day of School for Teachers (Faculty Prep/PD) End of Q4
SUMMER 2020		
July 3	Friday	Schools and HO Closed: Independence Day
July 6-24		Summer School

CONTENTS

History and Mission	2
DC Prep’s Commitment to Diversity	3
DC Prep’s Statement in Support of Immigrant Rights	3
Key Organizational Contacts	4
The DC Prep School Day	5
DC Prep Calendar and School Closings	8
Attendance and Punctuality	8
Uniforms	10
Health and Safety	11
Parent and Family Involvement	12
Academics	14
The Elementary School Program	17
The Middle School Program	18
School Culture	19
Student Progress	20
Community Expectations	22
Discipline	24
Complaint Resolution Procedures	25
Registration and Enrollment	27

Please see Part 2: Administrative Policies and Procedures for its Table of Contents.



DC Prep SY19-20 Family Handbook

Our Mission

To bridge the educational divide in Washington, DC by increasing the number of students from underserved communities with the academic preparation and personal character to succeed in competitive high schools and colleges.

History and Mission

DC Prep is a network of public charter schools serving 2,000 preschool through 8th grade students across five campuses in Wards 5, 7, and 8. We're proud of a longstanding track record of high performance across our schools – our students deserve our best! – while also recognizing that how we support our students to be successful is as important as the results we achieve. That pushes us to reflect on questions such as how we can facilitate our students' academic, social, and emotional development, how we can support our team members' professional growth and personal ability to do this work long-term, and how we can engage our students' families as our own.

While this work is hard, it's worth it – we believe in the transformative power of education, the can-do-it-ness of our students and staff, and the joy that comes from engaging in meaningful work with people we care about and trust!

DC Prep's first school, the Edgewood Middle Campus (EMC), opened in 2003 with 100 students in 4th and 5th grade. Today EMC serves 4th-8th graders. Edgewood Elementary Campus (EEC) opened in 2007 and serves preschool-3rd grade, Benning Elementary Campus (BEC) followed in 2008 and Benning Middle Campus (BMC) opened in 2013. Our newest school, Anacostia Elementary Campus (AEC) opened in 2015 and enrolls students in preschool-3rd grade. Anacostia Middle Campus (AMC) will open in SY20-21 with the 4th grade.

Behind the scenes is the Home Office, which provides support to the DC Prep campuses. The Home Office is responsible for finance, real estate, and school operations; for managing compliance, technology, and student and organizational assessment data; for recruiting faculty and students; for fundraising, communications, and external relations; and for the development, documentation, and continuous improvement of the educational program.

The members of the DC Prep team are driven by the conviction that all students can achieve at high levels. We have established – and are committed to maintaining – a school culture that supports the highest levels of student learning. Our schools are positive and purposeful. Our classrooms are lively, engaging places where students are challenged and inspired. We take our work very seriously and ask you to make an equally serious commitment to the expectations of our school community to ensure both a successful school year and a successful academic future for your child.

Our Commitment to Diversity

At DC Prep, we value diversity. We believe in cultivating a diverse and inclusive environment that celebrates and honors all students, families, staff, and their unique perspectives. We know that we are a stronger and richer community as a result of diversity and inclusivity and are committed to intentionally strengthening our individual and collective capacity to teach and lead in a culturally-proficient way. We place a special focus on hiring staff members with backgrounds similar to the students we serve. We believe that their perspectives are critical to student growth and achievement and instrumental in fulfilling our vision and mission.

DC Prep's Statement in Support of Immigrant Rights

Since our founding in 2003, DC Prep has been a welcoming community for *all* DC students, families, and team members. A sense of social justice and a fierce commitment to educational equity is central to our organization and schools. We know that together, we can support each other, and raise our voices for justice, tolerance, and a more inclusive nation. DC Prep takes the safety of its students, team members, and greater community seriously – diversity and inclusivity are foundational elements of our organization.

Recent Federal immigration policies have heightened community concerns. We stand with our immigrant students and their families.

- Regardless of citizenship and/or immigration status, we are *all* given certain rights under the United States Constitution and DC and Federal laws. Within these, *all* children have the right to a free primary and secondary education.
- *We are a safe place for all Preppies and their families, as well as our broader community.* DC Prep schools do not – and will not – monitor the immigration or citizenship status of our students. We do not share private educational records with immigration officials unless required by a court order or authorized in writing by a parent, guardian, or adult student.
- DC Prep campuses are not routinely open to public access – we have control over who enters/exits our buildings. As such, DC Prep may require warrants before permitting law enforcement officials – including Immigration and Customs Enforcement (ICE) – to enter any school area (inclusive of school buildings, playgrounds, parking lots, etc.).
- DC Prep has a zero-tolerance policy on bullying of any form and neither condones nor permits hazing or threatening remarks about one's legal status.

For more information about this issue, we encourage you to familiarize yourself with the statement and set of background resources from the DC Attorney General, posted on the DC Prep website. If you have any additional questions, please reach out to your child's Principal.

Key Organizational Contacts

<i>HOME OFFICE</i>	<i>EDGEWOOD MIDDLE</i>	<i>EDGEWOOD ELEMENTARY</i>
707 Edgewood St, NE 2 nd Floor DC 20017	701 Edgewood St, NE DC 20017	707 Edgewood St, NE DC 20019
T 202-635-4590 F 202-635-4591	T 202-832-5700 F 202-832-5701	T 202-635-4411 F 202-635-4412
<i>Main phone line includes a dial-by-name directory</i>	Principal Rachel McClam rmclam@dcprep.org	Principal Avisé Hayes ahayes@dcprep.org Resident Principal Jonathan Caldera jcaldera@dcprep.org
Senior Director of Operations Emily Johanssen ejohanssen@dcprep.org	Operations Manager Calvet Liburd cliburd@dcprep.org	Operations Manager Andria Fernandez afernandez@dcprep.org
<i>Ward 5</i>	<i>Ward 5</i>	<i>Ward 5</i>

<i>BENNING MIDDLE</i>	<i>BENNING ELEMENTARY</i>	<i>ANACOSTIA ELEMENTARY</i>
100 41 st St, NE DC 20019	100 41 st St, NE DC 20019	1409 V St, St, SE DC 20020
T 202-396-3780 F 202-396-3781	T 202-398-2838 F 202-398-2839	T 202-729-3500 F 202-889-2785
Principal Erin Waldron ewaldron@dcprep.org	Principal Kent Strader kstrader@dcprep.org	Principal Neema Desai ndesai@dcprep.org
Operations Manager Ellie Webster ewebster@dcprep.org	Operations Manager Whitney Jenkins wjenkins@dcprep.org	Operations Manager Monique Moore mmoore@dcprep.org
<i>Ward 7</i>	<i>Ward 7</i>	<i>Ward 8</i>

The DC Prep School Day

Schedule

DC Prep opens to students at 7:30 AM each day. Unless a student or parent has a previously-arranged appointment with a staff member they must remain outside the building until then.

The daily schedule for all students will be 8 AM – 4 PM on Monday, Tuesday, Thursday and Friday unless they are required to stay for an afterschool detention. The daily schedule on Wednesday will be 8 AM – 2 PM, unless a Preppie is required to stay for afterschool detention.

- **Mondays, Tuesdays, Thursdays, and Fridays**
 - 7:30 AM: Doors open for arrival and breakfast
 - 8 AM – 4 PM: School Day
 - 4 PM – 6 PM: Champions aftercare (PS-6th grade)
- **Wednesdays (Early Release Day)**
 - 7:30 AM: Doors open for arrival and breakfast
 - 8 AM – 2 PM – School day
 - 2 PM – 6 PM: Champions (PS-6th grade)

Getting to School

Safety – of Preppies, families, staff, and greater community members – is DC Prep’s #1 priority. We strive to ensure that our arrival/ dismissal procedures are safe, efficient, and in keeping with traffic laws. Please follow the procedures outlined below for your child’s campus; if you have questions or concerns, raise them with your child’s campus Operations Manager.

- Always follow the instructions of area road signs, the DC Prep security personnel, and DDOT Crossing Guards during arrival and dismissal.
- Children and adults must cross streets *only* at designated crosswalks.
- Children should never be allowed to leave/enter a car until it has safely pulled up to the curb.
- Never double park or otherwise block access on the street in front of DC Prep.
- Please remember that unless you have a hands-free device, it is illegal to talk on a cell phone or text message while driving. *Please obey this important law!*
- Children must wear seat belts at all times.

Detailed information about student drop off and pick up for the 2019-20 school year will be provided within the first two weeks of school by your child’s Principal.

Please note that all DC Prep Campuses are Metrorail and Metrobus accessible.

Edgewood Site:

Metrorail: Red Line (Brookland-CUA; Rhode Island Ave.)

Metrobus: G8; D8

EEC is located in a cul-de-sac adjacent to two other schools and a small business, so arrival and dismissal traffic can get very heavy with little room to maneuver. EMC is located adjacent to EEC, on a corner of a busy intersection, so both campuses share similar traffic challenges. In

order to ensure a smooth and safe arrival and dismissal each school day, the following steps are in place at EEC and EMC:

- The city has zoned the area for “No Parking during School Days” on either side of the street, so please adhere to this rule on school days. This will help prevent traffic backups in the mornings and afternoons.
- All area traffic signs and instructions from DC Prep security personnel and DDOT Crossing Guards are to be obeyed at all times.
- Parking inside the gated lot is not permitted. All entry into the building is through the front door. For arrival, families should follow the Kiss-n-Ride instructions, as directed by DC Prep staff. Staff members are available outside each morning to help students out of cars at designated drop off zones and walk them to their classrooms.
- Parents and guardians of younger students who wish to escort them inside at arrival or come pick them up inside at dismissal are encouraged to park in the neighborhood.

Benning Site:

Metrorail: Blue Line (Benning Rd.); Orange Line (Minnesota Ave.)

Metrobus: 96, 97, U8

BEC and BMC are co-located. Traffic on 41st Street is very busy each morning. To ensure a smooth and safe arrival and dismissal each school day, the following steps are in place at BEC and BMC:

- We ask you to treat 41st Street as a one-way street between Ames Street and East Capitol Street between the hours of 7:15 AM and 8:00 AM. This traffic pattern will make school arrival much safer for students. With the help of a DDOT crossing guard, we will discourage traffic from turning right onto 41st Street from East Capitol during arrival time.
- For arrival, staff members will be present outside each morning to operate a Kiss-n-Ride process. These staff members are available to help students out of cars at designated drop off zones and walk them to their classrooms. Please follow all Kiss-n-Ride instructions as directed by DC Prep staff.
- During dismissal, staff members will also be present outside to monitor students as they leave the building to ensure a safe departure.
- Families who need to enter the building to either pick-up or drop-off a student should park on Ames Street or on East Capitol Street between 40th Street and 41st Street. This will help prevent traffic backups in the mornings and afternoons
- Please do not turn around on 41st Street or attempt to park in the apartment parking lots adjacent to the front entrance of DC Prep. Instead, continue to East Capitol Street for parking and exit.
- All area traffic signs and instructions from DC Prep security personnel and DDOT Crossing Guards must be obeyed at all times.
- All entry into the building is through the front door.

Anacostia Site:

Metrorail – Anacostia Station (Green Line)

Metrobus – 90, 92, 94, A2, A4, A6, A7, A8, A33, B2, P6, W2, W3, W6, W8, V2, V5, DCPOTSKY

AEC is located at 1409 V Street, SE. To ensure a smooth and safe arrival and dismissal each school day, the following steps are in place at AEC:

- Traffic is one-way on V Street between 14th and 15th street during arrival and dismissal. Families should follow the Kiss-n-Ride instructions, as directed by DC Prep staff. Staff members will be available to help students out of cars at designated drop off zones and walk them to their classrooms.
- Parents and guardians of younger students who wish to escort them inside at arrival or come pick them up inside at dismissal are encouraged to utilize street parking in the neighborhood.
- Parking is not permitted along the back wall of the school building – these parking spaces are reserved for DC Prep staff only.
- All entry into the building is through the front door.
- Area traffic signs and instructions from DC Prep security personnel and DDOT Crossing Guards are to be obeyed at all times.

School Meals

DC Prep participates in the National School Breakfast and Lunch Program. Any student may participate in the daily meals offered through the program. Breakfast is free for all students and is typically made available from 7:30 AM until approximately 7:55 AM each morning. Due to the DC Healthy Schools Act, students who are eligible for either free and reduced-price meals eat lunch for free each day. Students who buy their lunch are charged \$3.25 for each lunch they eat. Families who must pay full price are billed for student meals on a monthly basis via email and are expected to pay within 30 days. Please note that meal charges are incurred if a student chooses to eat a meal from the school on any given day, and that any unpaid meal charges from previous school years will carry over to the following school year.

Meals are provided by Revolution Foods (www.revolutionfoods.com), a company started by former educators dedicated to the idea that all children should have access to healthy, fresh (often organic) food on a daily basis. Revolution Foods meals feature fruits and vegetables, healthy carbohydrates, and lean protein. School menus are posted on a monthly basis on DC Prep's website.

Champions After Care

Beginning in SY19-20, DC Prep has partnered with Champions to provide fee-based, sliding scale aftercare options for DC Prep students in PS-6th grade to take place within all our elementary campuses. To enroll or learn more please visit www.discoverchampions.com. Champions can also be reached by phone at 301-588-0368. Additional aftercare options for each campus are listed on the DC Prep website.

DC Prep Calendar and School Closings

A high-level SY2019-2020 DC Prep All-Organization Family Calendar is included on the cover of this Family Handbook. Please be aware that dates are subject to change and that tentative dates are confirmed/new events are added throughout the school year. Please check the “Events” webpage interactive calendar on the DC Prep website (www.dcprep.org/events) for any additions or changes and be on the lookout for flyers and other written communications that come home with your child throughout the school year, particularly as a part of our weekly Prep Packs.

DC Prep will keep parents informed of important events through our centralized broadcasting system that allows us to send telephone and email messages to the entire DC Prep community.

We use this system to notify you of:

- School delays or cancellations due to inclement weather;
- Reminders about events such as Back to School Night, Parent-Teacher Conferences, and school celebrations; and
- Emergency situations where the safety of our students and staff are in immediate jeopardy.

The Caller ID and call-back number for our centralized broadcasting system’s calls will show the campus phone number from which the call is originating. Centralized messages including notifications around organization-wide closures and emergencies will originate from the DC Prep Home Office at (202) 635-4590.

Important time-sensitive messages will also be posted on the DC Prep website (www.dcprep.org), on the DC Prep Facebook page (www.facebook.com/dcprep), and/or on the DC Prep Twitter feed (www.twitter.com/dcprep or follow “@DCPrep”). Given this, we encourage families to follow DC Prep on social media, if possible.

School Closings

DC Prep will follow its own schedule for inclement weather closings. We will review the decisions of neighboring school districts, other charter schools, and DCPS, and make a decision **by 5:00 AM on the day in question.** Information about DC Prep’s closing will be communicated via DC Prep’s centralized broadcasting system, local television and radio stations, and on social media. In addition, we will post closings with the DC Public Charter School Board. If school is closed due to weather, aftercare and evening activities are generally also cancelled. On occasion there may be exceptions to this and events that are NOT cancelled will be communicated accordingly.

Attendance and Punctuality

DC Prep expects that each DC Preppie will attend school, on time, every day – those are the first steps to ensuring academic success. DC Prep’s curriculum is fast-paced and ambitious, and students quickly fall behind when they are absent. *Only cases of illness and family emergency should prevent a child from attending school or completing his/her academic obligations.* Attendance and punctuality are responsibilities to which we hold all students accountable. We

reinforce the importance of regular student attendance by constantly communicating the message to students that school and education are vitally important to their future. Our goals for student attendance and punctuality are:

Grade Levels	Attendance	Punctuality
Preschool and Pre-K	92% or higher	90% or higher
Kindergarten – 3 rd	95% or higher*	90% or higher
4 th – 8 th	95% or higher*	95% or higher

To achieve a 95% attendance rate, a student can miss no more than seven days of school.

Never miss school for appointments. It is the parent’s responsibility to schedule medical and other appointments outside of school time. Wednesday afternoons are best since school is dismissed at 2:00 PM that day. On the rare occasion when a child has a medical appointment during the school day, s/he should not be absent for the entire day.

A comprehensive description of DC Prep’s Attendance Policy is presented in the Administrative Policies and Procedures section. Be sure to read the policy thoroughly as you are responsible for complying with it¹.

ALL ABSENCES – “EXCUSED” OR “UNEXCUSED” ARE CONSIDERED ABSENCES.

What Do I Do When My Child is Absent?

- For your child’s protection, you must call the school before 8:00 AM to report your child’s absence. Please call the school each day your child is absent due to illness.
- You must explain *in writing* the reason for your child’s absence within **48 hours** of the student’s return to school.
- Any absence of five (5) consecutive days or more requires a doctor’s note, as does an absence for medical appointments during the school day.

Punctuality

Getting to school on time is key to every child’s success. At DC Prep, every minute counts. Your child will miss valuable learning time if s/he is tardy. All campuses open for breakfast at 7:30 AM. Students should arrive at school no later than 7:45 AM and will be marked tardy if they are not seated in their classrooms, organized for the day, and ready to learn by 8:00 AM. A common DC Prep saying is, “Remember: If it’s 8, you’re late!”

If students present officially documented appointments (on letterhead) like early morning medical appointments, a court appearance or another official appointment, their late arrival will

¹ DC Prep is bound by Chapter A-21 of Title 5 of the District of Columbia Municipal Regulations (DCMR), **Compulsory Education and School Attendance**. We are held accountable to the Office of the State Superintendent of Education (OSSE) and are overseen by the DC Public Charter School Board (PCSB) for attendance and truancy matters. DC Prep also publishes its accountability report with the city and annually checks in with the chartering authority on schools’ progress on our performance objectives, of which attendance is included. The PCSB’s Performance Management Framework for all of DC Prep’s campuses includes attendance measures.

be noted as an excused tardy. Some typical situations that are **NOT** excused include traffic, car troubles, oversleeping, child-care complications, public transportation delays, and undocumented family emergencies.

Dismissal

DC Prep has established procedures to help students dismiss safely, efficiently, and responsibly. All adults entering a DC Prep building should be prepared to show a photo ID when requested. Students will not be dismissed to anyone other than the student's parent/guardian or someone designated on the student's pick-up list. Students are expected to stay in school all day. Additionally, any change in usual dismissal or transportation arrangements must be made prior to the beginning of the school day.

Occasionally, family emergencies may cause a student to be picked up late from school, but families who consistently fail to pick-up students on-time may be subject to interventions and consequences. School staff will attempt to contact a student's parent/guardian if a student is left on campus after dismissal ends and the parent has not notified the school. Staff may also contact the student's emergency contacts. Additional information about late pick-up procedures are found in the Administrative Policies section.

Educational Neglect

Educational neglect is the failure of a parent/guardian to ensure that a child attends school consistent with the requirements of the law including the failure to enroll a school-age child in an educational institution, permit habitual absenteeism, or the failure to obtain treatment or other special education services without reasonable cause. If upon information, reason, or belief, DC Prep suspects educational neglect for any reason, DC Prep must immediately report the issue to CFSA, the Office of the Attorney General Juvenile Section (*for students ages 5 – 13*) or the Court Social Services Division of the Superior Court of DC (*for students over the age of 13*).

Uniforms

The DC Prep uniform is a visual representation of our school's culture and unites our students as learners and as a community. Students wear it with pride.

Students are required to wear the DC Prep uniform every day. If a child comes to school out of uniform (non-logoed shirt or uniform bottoms) the parent will be called immediately to address the uniform concern. Students in 2nd – 8th grade will also receive two warnings of uniform violations before having a detention for being out of uniform. The specific components of the uniform are presented on the following pages.

Student uniforms may be purchased through **Risse Brothers** in the following ways:

- In-person: Risse Brothers' local retail outlet is located at:
9700 Martin Luther King Jr. Highway Suite B
Lanham, MD 20706;
- By phone: Orders can be made by phone, 301-220-1985; and/or
- Online: Visit www.rissebrothers.com.

Detailed information about the DC Prep uniform can be found in the Administrative Policies section or on the DC Prep website.

Health and Safety

Regular medical and dental checkups are essential for your child's health. All DC Prep students must have a complete immunization record and physical exam form on file in the Nurse's Office in accordance with DC law.

Students may not be allowed to attend classes until these forms have been turned in.

Please note: Contagious diseases must be reported to the school nurse or Principal as soon as they are diagnosed.

DC Prep cannot guarantee the services of a full-time nurse. All Operations Managers and Assistants have been trained in medication administration, as provided by the DC Public Charter School Board. If your child requires medication during school hours, please check with your campus as soon as possible to see if the medicine can be administered by a staff person. Otherwise, students should take all required medications at home or, if the child requires medication during school hours, the parent must come to school to administer it. Students may not carry medications of any kind unless prescribed by the student's doctor.

DC Prep will keep in strict confidence all information regarding students who have a serious communicable disease, unless requirements of the law stipulate otherwise (as a public health concern for other students/staff).

Food Allergies

Teachers and cafeteria staff maintain a list of students with serious food allergies. **The School Nurse and Operations Assistants are trained in food allergy management and EpiPen administration.** To assist parents in making safe food choices, monthly menus are posted on the DC Prep website and available from the Operations Assistants at each campus. To assist the school's efforts, **we ask that ALL parents refrain from bringing in snacks containing peanuts, tree nuts, or products containing nut oils.** If a child has these snacks, they may be asked to sit separately from their class during meal/snack times.

Birthday Celebrations or Other Outside Food

To minimize the chance of our students consuming an allergen that can lead to a serious reaction and to respect the multitude of dietary restrictions among our families, DC Prep does **not** permit families to bring in food (i.e., cupcakes, cakes, candy, etc.) for birthday celebrations or other celebratory reasons. Parents can send their child with stickers, a crown, special necklace, or other party favors to recognize their special day. In addition, we have a no-food-sharing policy, whereby Preppies are not permitted to share portions of their home/school lunches with peers.

Volunteering

DC Prep welcomes parents and other adults as volunteers in the school. To ensure our students' safety at all times, any adult who regularly spends time in a DC Prep school building or with DC Prep students, or who chaperones field trips, must have a background and sex offender check conducted by the school. DC Prep reserves the right to consider the results of such background and sex offender checks in its decision to allow parents or other adult volunteers to serve in any capacity at DC Prep.

Student Records

Per the Family Educational Rights and Privacy Act (FERPA), all student records are treated as confidential and kept under restricted conditions. Any parent noted on the child's enrolling birth certificate has full access to the child's record unless there is current, legal documentation on file at school stating that guardianship and/or educational rights over the child has been temporarily removed, restricted or revoked. Parents may request to review their child's records at any time, or to be informed of the information contained therein. Parents may request that DC Prep corrects records which they believe to be inaccurate or misleading. Parents may also request photocopies of their child's records, but files may not be removed from the school location where they are maintained. When requested by a parent, it may take up to 48 hours to get copies of the file(s).

DC Prep reserves the right to disclose student records without parental consent to the following parties:

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State/local authorities, within a juvenile justice system, pursuant to specific State law.

Parent and Family Involvement

DC Prep values families as essential allies and is committed to building a strong home-school partnership. We know that family involvement is directly correlated to academic performance. Families are expected to:

- Be actively involved in their children's academics. For example, working closely with their children to ensure homework is completed, **and Prep Notes are signed nightly.**
- Attend Parent-Teacher Conferences and academic-focused events at school (e.g., Back to School Night, etc.).
- Communicate their concerns and/or other information that may affect their child's school performance to teachers and administrators.
- Participate in community-wide events, celebrations, and performances.

In turn, teachers and faculty members are expected to communicate regularly with families.

- Parents receive a daily Prep Note to review with their child (or child's teacher in the case of Early Childhood students) that provides a snapshot of a Preppie's day.
- Teachers provide written information to families through mid-quarter and quarterly report cards; all families receive weekly or bi-weekly student reports containing academic, attendance, punctuality, behavioral, and Prep Skills data about their child.
- Teachers communicate with parents at least monthly or more regularly if students are struggling academically.

DC Prep provides multiple formal and informal opportunities for families to be involved in the life of the school including: membership in the Parent Action Team (PAT) at each campus; participation in focus groups to provide input to the school's leadership on the Title I plan, academic goals, and emerging issues; assisting with classroom, enrichment, and social activities that enhance and enrich DC Prep's school culture; and serving on the school's Board of Directors.

Parent Action Teams (PATs)

At all DC Prep campuses, a Parent Action Team (PAT) exists to promote schoolwide family involvement. PAT Membership is open to any family or faculty member who works collaboratively to support DC Prep's mission. The PAT sponsors school activities which can include Book Fairs, Family Bingo Night, Faculty Appreciation Week, and Night of Celebration. PAT meeting dates are listed in each school's calendar.

Visitor Guidelines

The DC Prep community extends a warm welcome to all families and guests who come to visit the school and classrooms. Families are encouraged to visit their children's classrooms and to participate in the campus community as family involvement is extremely important for student success. In addition, safety is a top priority for DC Prep which means we have processes in place to ensure our schools are safe and that distractions to the learning environment are minimized.

Required Safety Procedures for All Visitors

- All visitors must enter the school building via the main entrance and sign-in with an Operations Assistant at the front desk.
- Visitors must wear an identifying visitor sticker for the duration of the visit and be escorted by a staff member to their destination (e.g. conference room or classroom).
- For everyone's safety, we will consider visitors who have not signed-in and/or are not wearing a visitor's sticker as trespassing and escort them to the front desk.
- At the end of the visit, visitors should sign-out at the front desk, remove their visitor sticker, and exit via the main entrance.
- If a visitor does not follow our safety procedures or engages in disruptive or inappropriate behavior at any point while on school grounds, the school may restrict or deny future visits. In such case, a school administrator will meet with the visitor and present the decision in writing.

Note: Visitor stickers are not required for school-sponsored events such as Back to School Night, Parent-Teacher Conferences, or other similar events open to the public.

Meetings with Teachers or School Administrators:

If you would like to meet with a teacher or administrator, please arrange an appointment at least one (1) day in advance of a visit and in accordance with your child's teacher and school administrator. If you are unable to arrange the visit in advance and would still like to do a check-in, please note that you may have to wait for an administrator to be available to meet with you and/or to escort you to the classroom.

Classroom Observations

If you would like to observe your child while class is in session, please arrange the visit with your child's teacher at least one (1) day in advance. When observing a classroom, it is recommended that you limit your visit to 30 minutes or less and remain seated in the back of the classroom so that students will not be distracted. Please keep in mind that visits and observations do not take the place of Parent-Teacher conferences, which are an important time to discuss your child's progress. Please also note that teachers and administrators are focused on running our classrooms and schools and may not be available to talk with you in the moment.

If a child's parents are divorced, both parents – not just the custodial parent – have the right to visit the school. A parent will be prevented from visiting a child only if the school is shown a court order that specifically denies visitation rights to that parent.

Messages and Student Cell Phones

Students are not allowed to carry cell phones during the day or to use the school phone to call parents except in an emergency. Please discuss all transportation or after-school arrangements with your child before the school day begins. If an emergency arises, you may leave a message with the Operations Assistants at your child's campus. Messages are delivered in a timely manner. Please leave messages for your child's teacher on his or her voicemail or cell phone. Messages for the Principal may be left with Operations Assistants at each campus as well.

Media Policy

As part of the Enrollment process, parents are required to sign a Media Release Form which grants or refuses permission for their child to be photographed or videotaped by DC Prep or a third-party it designates/partners with. Photographic or video images of students may appear in DC Prep's internal or external communications, on its website, in other promotional materials, or in the public media/domain. DC Prep maintains a list of students who should not be photographed and makes every effort to honor the wishes of families.

Sharing of Student Work

DC Prep uses data to celebrate our students' successes and to measure their progress. We post student work in classrooms and on our data walls from which teachers plan their teaching priorities. If you do **not** wish to have your child's work displayed, please contact ParentDataQuestions@dcprep.org.

Academics

DC Prep's curriculum is based on the DC Early Learning Standards (Pre-S and Pre-K), Common Core State Standards for ELA and Math (Kinder-8th grade), College Career and Civic Life (C3) Social Studies Standards, Next Generation Science Standards (NGSS) and DC Music, Art, Health and Physical Education Standards. Students have extended blocks of time dedicated to English Language Arts (ELA) and Mathematics, as well as coursework in social studies, science, and specials (art, music, and physical education). Our educational program builds in complexity and rigor as students' progress through the grade levels.

DC Prep is committed to the success of every child. To that end, we have put in place an outstanding faculty and designed an academic program to ensure our graduates will be

competitive for college-prep high schools. The following program elements provide additional support to DC Prep students.

Homework

Homework is an essential part of DC Prep’s educational program. It is designed to reinforce skills taught in the classroom, help students develop a deeper understanding of concepts, and promote good study habits. *Students are assigned homework every night.* Elementary school homework is introduced in a graduated sequence from preschool through 3rd grade. Middle schoolers receive up to two hours of homework each evening. Parents and guardians are expected to help students with their homework in ways that include reading instructions out loud to younger students, creating routines at home for students to follow each day, providing a quiet, organized place to work, and checking homework for neatness and completion. More specific grade level homework expectations will be communicated at Back to School Night.

Prep Session

All DC Prep students receive small group instruction. Beginning in Kindergarten, small group instruction is offered through Prep Session, small group classes for students in ELA, Math, and guided reading. Effective small group instruction provides additional support for students to push achievement or to provide enrichment. With two lead teachers in each PS-K classroom, we provide individualized instruction throughout the day during every component.

Student Support

DC Prep provides a program of intensive academic support for students who enter school significantly below grade level or who have special learning needs, using the Student Support Process as a problem-solving approach to support individual student needs. The Student Support Process generates strategies for comprehensive, classroom-based, student-centered interventions and determines whether or not a child should be referred for further evaluation based on data gathered throughout the Student Support Team (SST) process. If you believe your child may be in need of interventions or further evaluation to determine if a disability is present, please contact the school’s Special Education Coordinator.

- ***Special Education.*** An integral part of DC Prep’s mission is to promote the inclusion of students with special needs in general education classrooms and activities to provide high quality instruction to all students. Students with special needs receive specialized instruction, support, and related services based on their Individualized Education Plan (IEP).
- ***English Language Learner Programming.*** At each DC Prep campus, ELL students receive English language instruction appropriate for their level of English language proficiency on a regularly scheduled basis. Speaking, listening, reading, and writing skills are emphasized at every level. All students learn vocabulary and structures which are practiced in situations appropriate to their English proficiency and grade level. Translations of key documents and essential correspondence related to student achievement, health, and security are provided to parents who communicate best in languages other than English.
- ***Educational Opportunities for Homeless Youth.*** DC Prep participates in the McKinney-Vento Act’s Homeless Children and Youth Program and ensures that students experiencing homelessness receive full access to educational opportunities and services which help them to attend school. Student Support Coordinators/Counselors typically

serve as the campus Homeless Liaison and are available to offer help to students and families experiencing homelessness with enrollment, school meals, school supplies, uniform and transportation needs, and referrals to health, dental, and other appropriate services.

Counseling

The close relationships that develop between DC Prep students and staff make it comfortable for students to seek advice and counsel from their teachers and school administrators when they have a personal problem. There are times, however, when a student may wish to consult a professional counselor. DC Prep's Student Support Program is committed to meeting the psychological, social, and educational needs of students and provides support through four primary interventions: individual and group counseling services, large group guidance, consultation, and coordination. Families and teachers may request Counseling Services through the school using a referral process on request from the School Counselor.

High School Placement

DC Prep prepares students for high school and college from their earliest years. At every grade level, age-appropriate content and activities encourage students and their families to learn about future educational options and to set their sights high to achieve outstanding academic careers after graduating from DC Prep. At all campuses, classrooms are named for top-tier colleges and universities nationwide; both local and regional college and high school campuses serve as destinations for school trips for students of all ages.

The high school placement process gets underway in 7th grade. Students visit prospective schools, take test prep classes and write admissions essays and participate in mock interviews as preparation for actual conversations with admissions officers. To date, 100% of DC Prep graduates have been offered admission to a college-prep high school and almost two-thirds of every class have been accepted by selective independent day and boarding schools as well as public magnet schools.

Alumni Support

PrepNext is DC Prep's unconditional commitment to the enduring success of its high school and college-aged alumni. The program, which begins when students are completing their 8th grade year at DC Prep, ensures that our 8th grade graduates continue their college-bound trajectory throughout high school and for six years after high school graduation to ensure a successful post-secondary plan. The program carefully monitors the progress of every DC Prep graduate – visiting alumni at their high schools and colleges, regularly reviewing their grades, and serving as a resource and sounding board for both academic and social concerns. The team is intentional about developing programs around the needs of students. Community service events, FAFSA nights, and college preparatory workshops are some of the alumni programs that keep DC Prep graduates connected to each other, and to DC Prep.

The Elementary School Program (AEC, BEC, EEC)

Our elementary schools are divided into the **Early Childhood Program** (Preschool and Prekindergarten) and the **Elementary Program** (K-3rd). There are two teachers in each of the Early Childhood and Kindergarten classrooms and one teacher per classroom beginning in 1st grade; in addition, special education, reading intervention, and ELL teachers “push into” classrooms at all grade levels.

Both our Early Childhood (preschool and pre-k) and elementary programs (K-3rd grade) focus on building core skills and strategies for reading comprehension, writing composition, and mathematical concepts and operations. Kindergarten -- 3rd grade Preppies spend between 60-140 minutes per day working on Math skills and learning math concepts that are rigorous and developmentally-appropriate. K-3rd Preppies spend at least 135 minutes each day developing ELA Skills and spend 30-45 minutes a day in science. Vocabulary, language, word identification and comprehension are key elements that students practice. Our Early Childhood team has developed an inclusive and rigorous curriculum, derived from the DC Early Learning Standards and scaffolding backwards from the Kindergarten and 1st Grade Common Core State Standards. We also offer physical education, art, and music as part of our Specials programming.

Elementary School Assessments

Student progress is assessed and monitored continuously over the course of the school year to provide students, teachers, and parents with important information about which learning goals have been mastered. DC Prep uses standardized assessments as well as informal and formal teacher-made evaluations to measure student learning. In addition, DC Prep administers interim assessments each year to measure progress toward mastery of grade level content; 2nd and 3rd grade Preppies take Achievement Network (ANet) interims. Students also take end-of-unit assessments in all their core classes at the culmination of a unit to determine mastery of skills taught. The following assessments are used at DC Prep:

Early Childhood (Preschool and Prekindergarten)

The Junior/STEP (reading), TEMA (math) and PPVT (vocabulary) assessments are administered to Preschool and Prekindergarten students. Other progress monitoring assessments are given weekly. These assessments measure student growth in literacy, math, writing, and social skills development.

Elementary Program (K-3rd)

ELA: All incoming students are assessed using the NWEA Reading and STEP Assessments. The STEP assessment provides teachers with specific information from which to structure their guided reading groups and to identify the targeted areas of needed instruction. NWEA is used to measure student growth from spring to spring. In addition, 2nd and 3rd grade students take ELA interim assessments to identify needs in learning to develop and implement ELA intervention groups. The ELA curriculum is built using rigorous text and culminating in unit assessments centered on domains of learning.

Mathematics: Math interim assessments are administered to all students to identify needs in learning to develop and implement math intervention groups. NWEA MAP Math is used to measure student growth from spring to spring. Additionally, to facilitate math computational

and procedural skills, students practice routine math concepts and develop their math fluency daily. The math curriculum is built around constructivist style learning and units with culminating assessments. Daily assessments are built into this time and teachers can determine what students have mastered and where additional instruction is needed.

PARCC: In the spring of the academic year, all 3rd grade students take the Partnership for Assessment of Readiness for College and Careers (PARCC), a tool used to measure student achievement in Reading and Math in all schools in DC. The 2020 elementary testing window will be from April 27th - May 1st.

The Middle School Program (EMC, BMC)

The curriculum in our middle schools is based on the Common Core State Standards for ELA and Math, the C3 Standards for Social Studies, the Next Generation Science Standards for science and the DC Standards for Art, Music and Physical Education/ Health, and relies both on proven programs and teacher-created materials designed to prepare DC Prep students for college-preparatory high schools.

Students have at least a 90-minute Mathematics block every day in addition to a Math intervention block called Prep Session that is targeted towards students' specific needs. DC Prep's Reading/Writing/English Language Arts program is designed to provide students with an opportunity to read literature, focus on literary skills and elements, gain a structure and process for organized, thoughtful writing, and gain other critical literacy skills. In the Junior Academy (4th - 6th grade), students have a daily 90-minute reading block plus a separate writing block for 45 minutes. Senior Academy students (7th - 8th grade) have a one hour and 45-minute English Language Arts block. All students also have a literacy Prep Session that is targeted towards students receiving additional support as readers and writers. DC Prep uses its Science and Social Studies courses as a place to teach nonfiction reading and literacy skills such as vocabulary and writing. Science is taught in all grades; Social Studies is taught in 6th-8th grades. All students in 4th through 8th grades participate in physical education and receive health education. Students also participate in African Drumming and art.

MIDDLE SCHOOL ASSESSMENTS (EMC, BMC)

Student progress is assessed and monitored continuously over the course of the school year to provide students, teachers, and parents with important information about which learning goals have been mastered. Following is the assessment schedule for middle campuses:

- All students are tested using the Fountas & Pinnell reading assessment to determine their instructional and independent reading level and to inform targeted instruction and differentiated programming.
- Interim assessments are administered four (4) times each year to measure progress toward mastery of grade level content in Literacy and Math.
- In the spring of the academic year, all students take the Partnership for Assessment of Readiness for College and Careers (PARCC), a tool used to measure student achievement in Reading and Math in all schools in DC. The 2020 middle school testing window will be from May 4th - 8th.
- Students will also participate in the NWEA MAP assessment to measure growth and to provide comparative national data for our students.

- Students take end-of-unit assessments in all their core classes at the culmination of a unit to determine mastery of skills taught.

School Culture

At DC Prep, our vision is that every child will be prepared academically and socially for a successful future. This belief drives the work that we do each day in our classrooms from preschool through 8th grade. We have believed from our founding that the dual focus on rigorous academic programming and social skills – that we call **Prep Skills** – could deliver the very best for our Preppies. Just as our academic programming has evolved, so too has our non-curricular programming to ensure that we continue to deliver on our mission.

The five Prep Skills are the connective tissue from preschool through 8th grade for our Preppies. Though content and expectations will change as students grow, the Prep Skills remain consistent but scaffolded in their rigor over the years. We approach the teaching and support of Prep Skill development through planned teaching, effective praise, redirection, feedback, and reflection. The Prep Skills are:

1. ***Speaking to and Listening to Others:*** The ability to effectively communicate thoughts and ideas through written and spoken discourse with peers and colleagues is a skill that Preppies will use during school and beyond.
2. ***Persevering on Tasks and Projects:*** Perseverance can be described as an ability to accomplish long-term or higher-order goals in the face of challenges and setbacks. School and life will present challenges that will require psychological resources, such as academic mindsets, effortful control, and strategies and tactics to address, grapple, and overcome. Telling a child to “tough it out, or to use grit” is useless if they do not have a set of skills to support working through the challenges.
3. ***Contributing to Group Activities:*** Playing and working cooperatively is arguably the skill where all other skills are applied and practiced. Discussing, planning, and working toward a goal together is a skill that will serve Preppies in countless ways. In working with others, they learn difference and empathy and are pushed to consider thinking that helps them learn and grow.
4. ***Using Advocacy Skills:*** The ability to stand up for your rights and the rights of others, both verbally and in writing, has many connections to the speaking and listening skill. Advocacy, however, is more about a mindset of empowerment. The knowledge that your perspective matters allows a Preppie to understand his/her own power and significance. Preppies can then layer in the highest use of advocacy – using your skills to help others and improve the community.
5. ***Using Emotional Management Strategies:*** Much like perseverance, emotional management is about understanding specific strategies and approaches that can be used in moments of frustration and stress. It is about the ability to anticipate the circumstances that create emotional frustration and mitigating or avoiding those with planning, preparation, and routine.

Each Preppie’s individual progress is monitored through the Prep Note, which is a daily communication tool for parents that outlines the Prep Skills and provides a snapshot of the child’s day. Additionally, students are assessed on their development of key social skills throughout the year. This data is included on both Mid-Quarter and Report Cards.

Student Progress

Grading and Reports

The grades that students receive serve many important purposes, including placement of students in appropriate programs and in-class groups, providing guidance to students about future course work, and admission to selective high schools. Grades are also used to give students – and their families – feedback about the child’s progress and achievement.

Grades are measured by a combination of effort and mastery. Effort grades reflect a student’s hard work in class and on homework, including participation, completion, and quality of work. Mastery grades reflect a student’s ability to produce accurate work on assignments and tests that reflect a proficiency of material and grade level standards.

Early Childhood (Preschool and Prekindergarten)

Mastery (M) – Shows consistent and independent achievement of the standard.

Progressing (P) – Shows ongoing progress towards achieving mastery of the standard.

Emerging (E) – Shows beginning signs of progress towards achieving mastery of the standard.

Not Yet (NY) – Has not shown signs of progress towards achieving mastery of the standard.

Kindergarten through 8th Grade

100% - 90%	A	Excellent, advanced quality work; superior mastery of content
89% - 80%	B	Good, proficient, solid quality work; student understands content well and is able to articulate understanding easily.
79% - 70%	C	Adequate, acceptable quality work; student displays minimum mastery of work but needs some assistance to move forward.
69% - 0%	F	Little or no mastery of work, poor, unacceptable quality; student is not prepared to move to next level.

Honor roll is calculated for each quarter. Students who have earned all A’s receive First Honors. To receive Second Honors, a student must earn all A’s and B’s.

Promotion to Next Grade

DC Prep has clear but rigorous standards for promotion. Promotion decisions are based on evidence of mastery of grade level content including the student’s grades, standardized test scores, attendance, and homework completion record. Students with special education needs are held to the same high expectations as their non-disabled peers and will be eligible for promotion to the next grade based on mastery of grade level standards and IEP goals. Students with disabilities may be retained due to academic deficits. In addition, students with disabilities with significant attendance issues unrelated to their disability may be retained for these reasons. Decisions regarding the retention of students with disabilities are made by the Principal and Multidisciplinary Team (MDT).

A student may be retained if he or she misses more than 17 days (excused and unexcused) in a school year or has significant behavior problems that result in lost instructional time.

Preschool and Prekindergarten Student Promotion Policy

Parents will receive reports throughout the year about their child's progress on grade level skills and standards. At the end of preschool and prekindergarten, students will receive a final report on their mastery level in both academic and social skill standards. Parents of students who exhibit a "not yet" in the majority of the academic and social skills standards may have a conversation with the administrative team to determine the best next steps for the child's development, which could include retention in the current grade level.

Kindergarten – 8th Grade Student Promotion Policy

Kindergarten through eighth grade students who have passed all of their subject area classes with a C or better for the end of year grade calculation are promoted to the next grade level. Students who fail only one or more of their core subject area classes may be promoted upon successful completion of additional summer work. Parents of elementary students who fail their ELA class and/or are two to three STEP levels behind in reading will have a meeting with the campus administrative team to determine promotion. Students who fail two (2) or more classes must complete the Summer Success program and will have a retention conference with the administrative team to determine promotion. Students who fail three or more (3+) classes will be retained. Students in K-5 have all quarter to make-up assignments and two weeks in 6th-8th grades. Assignments are listed as zero until made up.

In determining whether a student should be promoted, multiple factors are considered:

- Teacher recommendations, grades, and anecdotal records;
- Ongoing diagnostic assessments to determine the student's levels of growth and mastery of the material in each course, specifically examining the child's progress and performance on Interim Assessments;
- Performance on standardized tests such as the PARCC and STEP; and,
- Staff assessment in accordance with the written grading policy.

Students in Danger of Failing

Through the use of ongoing assessments and student progress meetings we quickly identify students who are falling behind. Teachers at DC Prep make every effort to help a child in danger of failing. Help from teachers may include:

- Working with the child during lunch or after school.
- Helping parents develop at-home assistance for the child.
- Developing extra-credit projects for the student; and/or
- Sending home extra homework for student to complete (parent assistance is welcome)

Additionally, the grade level teams will review all grades at the middle and end of the quarter to determine which students will be required to receive additional academic intervention. Parents will receive notice on the mid-quarter report that their child is in danger of failing.

Students with Disabilities

DC Prep holds students with disabilities to the same high expectations that it holds all students. Students with disabilities may be retained pursuant to this policy; however, some exceptions may be made on an individualized basis depending on the nature and severity of the student's disability. The following factors are taken into account, in addition to the factors considered for all students, when considering the possible retention of a student with a disability:

- Progress on IEP goals;
- Teacher recommendations, grades, and anecdotal records;
- Attendance and behavior data; and,
- Student performance on diagnostic and curriculum-based assessments.

If a student with a disability is retained, the IEP team will meet before the school year to review the IEP and make revisions if necessary.

COMMUNICATING STUDENT PROGRESS

DC Prep communicates frequently with families about their student’s progress. The methods of communication include the following:

- **Daily Prep Note.** Students self-monitor during the school day using the Prep Note to record the number of DC Prep “dollars” earned. Students bring Prep Notes home each day for parents to review and sign. Students are expected to return their signed Prep Note to their teacher the following day during Prep Check. Students in 4th and 5th grades record their homework on their prep notes each night.
- **Agenda Book:** Students in 6th, 7th, and 8th grades maintain an Agenda Book to keep track of assignments, due dates, homework, and other important information.
- **Weekly/Bi-Weekly Student Reports.** DC Prep Student Reports are issued weekly that indicate their current academic standing in each class.
- **Academic Failure Notices (Middle campuses only).** DC Prep issues report cards midway through the quarter for students in danger of failing a class for the quarter, which are mailed home to applicable students.
- **Quarterly Report Cards.** DC Prep issues report cards each quarter. Report cards include detailed written comments on students’ progress. Promotion in Doubt will be indicated on all report cards of students meeting one or more criteria of retention.
- **Parent-Teacher Conferences.** Individual parent-teacher-student conferences are scheduled three times over the course of the year – in October, December, and February – to discuss report card grades and review each student’s gains in academics and social skill-building. During these meetings, parents are encouraged to share any information that sheds additional light on the child’s potential, interests, preferences, and learning style to enhance the student’s success. Additional conferences may be held at either the parent’s or teacher’s request.

Community Expectations

A shared sense of responsibility toward our community helps to ensure that the highest level of learning takes place at DC Prep. The following guidelines have been established to minimize distractions while at school, protect students’ individual property, and maintain the highest level of safety at all times.

Bullying

DC Prep is committed to the prevention of bullying and creating an emotionally and physically safe school environment where all members of the community feel welcomed, safe and respected. Students who are bullied and those who bully others are at significant risk of experiencing a range of health, safety and educational challenges. In addition, students with disabilities, students who are gay, lesbian, bisexual or transgender and students who are experiencing homelessness are more likely to become targets of bullying. It is DC Prep’s policy

to prohibit bullying, harassment or intimidation of any person on school property, at school sponsored events/ functions or when using electronic technology on/off school campus. DC Prep also prohibits retaliation against individuals who report acts of bullying, harassment or intimidation or who are victims, witnesses or bystanders, or others with reliable information about bullying, harassment or intimidation. Please see the Code of Conduct in the Administrative Policies and Procedures section for detailed information on bullying prevention.

Weapons

Any student found in possession of a weapon of any kind will be subject to a Discipline Review Hearing or suspension from DC Prep. Weapons include but are not limited to the following items: knives, box cutters, lighters, BB guns, dangerous tools, etc. The possession of toy weapons such as water pistols and water balloons is strictly prohibited on campus.

Drugs, Alcohol, and Tobacco

DC Prep is a safe and drug-free campus. Drugs, drug paraphernalia, or items promoting drug use are strictly prohibited. Students found with drugs or alcohol will be subject to a disciplinary review hearing. Additionally, students are required to tell a DC Prep staff member if they are aware of alcohol, drugs, drug paraphernalia, or items promoting drugs or alcohol on campus.

Disrespect/Other Violations

Everyone in the DC Prep community – students, family members, and staff – is expected to act in a civil manner at all times, both on campus and at any time they are participating in a DC Prep activity. This expectation extends to language, gesture, and deed. Rude or disruptive behavior and unsafe or irresponsible activity are directly contradictory to the values of our community. The following behaviors – *stealing, cheating, plagiarism, lying, rudeness or direct disobedience, vandalism, and physical abuse of another person* – are especially contradictory to DC Prep’s values and will result in a disciplinary action in accordance with the guidelines of each campus.

Destruction of Technology

As we integrate technology into our classrooms, we must be mindful of the safe usage of these materials. Any intentional destruction of technology will lead to disciplinary action and a financial obligation by the family to replace the device. We will review expectations around the use of technology with students and ask parents/ guardians do the same to avoid this situation. DC Prep expects Preppies to treat school property and equipment with care and responsibility. School property includes the building and grounds, equipment including all technology, books, and any other material possession of DC Prep. Intentional actions to damage or harm school property will lead to disciplinary action as outlined in DC Prep’s *Code of Conduct* and reimbursement of the property in question. Should the damage be deemed as an unintentional act, Preppies may be given the option of reimbursing the school and/or completing community service determined at the discretion of DC Prep.

Cell Phone Use and Possession

While parents may wish to send their children to school with a cell phone to facilitate communication between home and student during transit, cell phones must be powered off and placed in the child’s locker or cubby during the school day. At *no* time during the school day may students use their phones. If parents need to contact their child during the school day they

may leave a message with the Operations Assistants at each campus. DC Prep is not responsible for cell phones brought to campus and families are encouraged to develop a system for communicating with their child while they are at school.

Discipline

Conduct inconsistent with the best interest of DC Prep, its core values, educational mission, public safety or welfare, or which is unlawful, may be subject to discipline. This is true regardless of whether the conduct is specifically prohibited and whether it occurs on school grounds, at a school-sponsored event, during school hours, via the Internet, or on phones (texts, group texts, etc.). DC Prep reserves the unconditional right to suspend or expel any student whose behavior on or off campus or on the Internet is, in the school's judgment, a threat to the well-being and safety of the community. Detailed behavioral expectations and disciplinary procedures are presented in the *Code of Conduct* in the Administrative Policies section.

Students with disabilities are held to the same behavioral expectations and disciplinary procedures as their non-disabled peers, taking into account the protections provided by IDEA. Additionally, the same attendance and de-enrollment policies that apply to non-disabled students apply to students with disabilities unless a student has excessive absences that are directly related to his or her disability. With regards to suspensions and expulsions, IDEA provides protections for students with disabilities upon receiving disciplinary removal of more than ten school days in a school year. Parents who have questions regarding discipline procedures for students with disabilities should refer to the *Procedural Safeguards Manual for Parents* and contact the Special Education Coordinator at their child's campus.

To reinforce these behavioral expectations, DC Prep uses a tiered discipline approach, with consequences appropriate for the students' grade level. Please see the Code of Conduct and Discipline Policies in the Administrative Policies section.

Financial Responsibilities

Families are responsible for costs incurred at DC Prep including student meals, aftercare, late pick up fees, lost text books, library fines, and any damage that their child may have caused to school equipment. Upon issuance of the bill, payment is expected within 30 days. Failure to pay incurred expenses jeopardizes the schools' finances and, if necessary, sanctions may be put in place for families who do not pay their bills in a timely manner. Students may be ineligible to participate in field trips because of outstanding balances. After 60 days, overdue collections may be referred to a collections agency for payment. There is a \$35 charge on all returned checks.

Library Policy

Books are on loan to students for set periods of time. This includes textbooks, classroom texts, or library books. Books are available in classroom libraries and in the school library in accordance with the check-out policies of the librarian and English Language Arts teachers. Lost or damaged books must be replaced or the students must pay a \$5 lost/damaged book fee. Students in 1st-8th grade are expected to have a silent reading book (also known as a steady

dedicated reader, or SDR) with them at all times. If a student is without his/her SDR book, he or she is considered unprepared for school and will receive a consequence.

Preferred Vendors

DC Prep has established relationships with preferred vendors. These vendors are familiar with DC Prep, respect DC Prep's mission and brand, and have a solid reputation for quality, service, and value. Staff, parents, and volunteers who make purchases on behalf of DC Prep should work with the school's Operations Manager to use our preferred vendors.

Procurement and Reimbursement

As a public entity, DC Prep is required to track and account for all revenues and expenditures. DC Prep is not a petty-cash environment. All purchases and reimbursements including those made by members of our Parent Action Teams must be accompanied by a receipt and be approved by the campus Operations Manager. Checks are typically processed within 30 days.

Lost & Found

Each campus has a designated Lost and Found area. Unclaimed items are collected every two (2) weeks and donated to charity. It is strongly recommended that parents label every item of their children's clothing.

Complaint Resolution Procedures

Families may occasionally need to raise a problem or concern with DC Prep staff or, in certain instances, file a complaint with the organization. If that is the case, please thoroughly review and follow the steps outlined below. If you do not follow these steps in the order in which they are set out, you will be asked to go back to Step I, Step II, and/or Step III.

- **STEP I: Check the Family Handbook:** As an initial step, please refer to this Family Handbook to see if your concern or issue is addressed before reaching out to DC Prep staff.
- **STEP II: Communicate with Campus-Based Staff:** If you cannot find the answer in the Handbook, schedule an appointment via cell phone or email **directly** with the faculty or staff person with whom you need to share your concern. Please allow this individual 24 hours (during the school work week) to return your call or email.
- **STEP III: Contact Campus-Based Leadership:** If you need further assistance after talking with the teacher or staff member, please contact **your child's Principal** via email or phone.
- **STEP IV: Communicate with DC Prep's Home Office:** Only after meeting with the Principal, should you contact Katie Severn, the President and Chief Academic Officer of DC Prep (based in the Home Office). You may contact her via email at ksevern@dcprep.org or by phone at 202-635-4590.
- **STEP V: Contact DC Prep's Chief Executive Officer:** The final step would be to contact Laura Maestas, Chief Executive Officer, via email at lmaestas@dcprep.org or by phone at 202-635-4590. **We anticipate that only a handful of concerns, if that many, should ever be referred to the CEO.**
- **STEP VI: Contact DC Prep's Board of Trustees:** In the event a complaint has not been resolved through the previous steps, please contact the Chair of DC Prep's Board of Trustees, Michela English, at board.feedback@dcprep.org.

Additional Information

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, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with DC Prep Public Charter School ("DC Prep") are hereby notified that DC Prep does not discriminate on the basis of race, color, national origin, sex, age, sexual orientation, 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 Prep's compliance with Section 504 or the ADA **as it applies to students or who wish to file a complaint regarding such compliance should contact:**

Senior Director of Student Support
707 Edgewood Street, NE
Washington, DC 20017
202-635-4590

For inquiries or to file a complaint regarding DC Prep's compliance **with ADA, Section 504 as it relates to employees or third parties, and compliance with Title VI, Title IX, and the Age Act as it relates to students, employees and third parties contact:**

DC Prep Chief Operating Officer
707 Edgewood Street, NE
Washington, DC 20017
202-635-4590

Notice of Procedural Safeguards

Parents and guardians who want to learn more about their rights under Section 504 of the Rehabilitation Act can obtain a copy of their procedural safeguards from the Section 504 Coordinator:

Senior Director of Student Support
707 Edgewood Street, NE
Washington, DC 20017
202-635-4590

Notice of Grievance Procedures

Any person who believes that DC Prep has violated the regulations of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, Title VI, Title IX, and/or the Age Act may submit a complaint pursuant to DC Prep's Grievance Procedures. A copy of the grievance procedures can be obtained by request through:

Senior Director of Student Support
707 Edgewood Street, NE
Washington, DC 20017
202-635-4590

or

DC Prep Chief Operating Officer
707 Edgewood Street, NE
Washington, DC 20017
202-635-4590

Child Neglect and Abuse

As professionals working in a field that serves children, we have an ethical and legal responsibility to report suspected child neglect and abuse. The law requires DC Prep to file a report with the District of Columbia Child and Family Services Agency (CFSA) when there is reasonable cause to suspect that a child has been or is in danger of being neglected or abused, or when a student is chronically absent from school. CFSA and the Metropolitan Police Department are responsible for investigating reports of neglect and abuse and for determining how a case will be resolved. DC Prep is not required to inform families when CFSA has been contacted.

There may be instances where an official from CFSA and/or DC MPD requests to speak with a DC Prep student as part of an investigation where the student is an alleged victim. In these instances, DC Prep is legally required to allow law enforcement to meet with the student to ensure the student's safety. Unless there is reason known to DC Prep that would suggest that the student could be experiencing harm from a family member or any other person in their home setting, DC Prep will, at the earliest possible time, inform the student's guardian of MPD's request.

ESSA, OSSE, and Title I

In December 2015, President Obama signed into law the Every Student Succeeds Act (ESSA) which replaced No Child Left Behind. The new law still requires annual student testing and school accountability but makes states responsible for fixing under-performing schools. DC's Office of the State Superintendent of Education (OSSE) administers the new law.

Each year at Back to School Night, Principals provide parents with up-to-date information on OSSE, the campus school plan, and DC Prep's use of Title I funds to continuously improve student achievement. For more information on OSSE's Policy for Complaint Procedures, please visit the following: <https://osse.dc.gov/publication/policy-complaint-procedures-elementary-secondary-education-act-programs-and-competitive>

Registration and Enrollment

We are honored when parents choose DC Prep for their child's education. Parents are required to re-enroll their children each Spring for the following school year and, by DC law, must submit annual proof of DC residency in person. The re-enrollment process at DC Prep occurs during the month of April (April 1st - May 1st). A student's seat at DC Prep for the following year is not secure until all required paperwork has been completed. Because of the high demand for enrollment at DC Prep, parents of students who are not returning should indicate their Intent Not to Re-enroll during this period so that we can make that student's seat available to another child on our waitlist. Complete information about student registration, enrollment, re-enrollment, and withdrawal is presented in the Administrative Policies section.

CONTENTS

Section 1: The DC Prep Uniform	2
Section 2: Attendance	4
Section 3: Late Pick-ups	6
Section 4: Internet Policy	7
Section 5: Access to Student Records	8
Section 6: Enrollment, Re-enrollment, and Withdrawal Procedures	9
Section 7: Prep Skills	11
Section 8: Discipline Policies and Procedures	14
Section 9: Code of Conduct	18

Administrative Policies and Procedures

Section 1: The DC Prep Uniform

Bottoms:

- **Students in preschool–6th grade** wear navy blue shorts, pants, skirts, skorts, or jumpers.
- **Senior Academy students** (7th and 8th graders) wear khaki bottoms.

Bottoms are offered through the uniform company or can be purchased from your preferred store.

NO cargo pants, stretch, spandex, jeans, jeggings, or leggings.

All skirts and shorts must be an appropriate length for school activities, falling right above the knee. Any bottom more than **two inches above the knee** is a uniform violation.

Uniform bottoms should also be an appropriate fit.

Shirts/Tops:

All shirts may be worn in short or long-sleeved versions.

- **Preschool and Prekindergarten** students wear:
 - Light blue tee shirts with DC Prep logo
 - Blue oxfords with DC Prep logo
 - Light blue polos with DC Prep logo
- **Kindergarten–6th grade students** wear:
 - Light blue polos with DC Prep logo
 - Blue oxfords with DC Prep logo
- **Senior Academy** (7th – 8th grade) students wear:
 - Navy blue polo shirts with DC Prep logo
 - Blue oxford shirts with DC Prep logo
- **Sweaters:** Students may wear a plain **navy-blue** cardigan, v-neck sweater, or sweater vest.
 - Sweaters are offered through DC Prep’s designated uniform company or can be purchased from your preferred store.
 - In cooler weather, students may wear solid (no design or prints) white, black, blue, or grey long-sleeved shirts underneath their DC Prep shirts.

NO sweaters with hoods

NO sweatshirts with or without hoods

Shoes and Socks:

- **Elementary (Preschool–3rd Grade) students wear:**
 - Closed-toed shoes sneakers or dress shoes
 - *(For Early Childhood Students: DC Prep recommends sneakers, Velcro, snaps, or slip-on shoes with no laces for our youngest Preppies or until Preppies are able to independently tie shoes.)*
 - Students may select their own socks and stockings/tights as long as they are appropriate for school.
- **Middle (4th–8th Grade) students wear:**

- Middle school Preppies are expected to wear mostly solid black, brown, or navy professional dress shoes (no sneakers allowed; other shoes not permitted are listed below and some uniform examples can be viewed in the look book)
- Dress shoes can have rubber soles.
- Small logos in neutral tones are acceptable (see look book of acceptable uniform shoe examples)
- Students may select their own socks and stockings/tights as long as they are appropriate for school.

Due to typical student activity and movement throughout the day, preschool-8th grade students, are **NOT permitted** to wear the following footwear:

- Boots of any sort (i.e., Timberlands, UGG-style boots, rain boots, hiking shoes, dress boots, etc.)
- Open-toed, platform, flip-flops, wedge, high-heeled shoes, Crocs, Toms style, wedge

Belts:

- **PS, PK, Kindergarten, and 1st Grade:** Belts are optional
- **2nd-8th Grade:** Belts must be worn if there are belt loops on the students' shorts, pants, skirts, or jumpers. Belts should not be worn if bottoms do not have loops. Students may select their own belts as long as they are appropriate for school.

Accessories:

- Jewelry should be limited in both size and quantity. Earrings should be smaller than a quarter. Students may be asked to remove jewelry and place in their bookbags.
- Any watches making noises will be considered a toy and the student will be asked to remove the item and place in their bookbags.
- Only head-coverings worn in accordance with religious observation are allowed. Bandanas, and/or handkerchiefs that are worn on the head as fashion accessories are not permitted.
- The application and wearing of make-up (lipstick, eye shadow, blush, etc.) by students is not supported by DC Prep. A student may be asked to remove excessive make-up by school staff.

Dress Code Related Consequences

Dress code violations typically appear in three forms and will lead to a consequence:

1. **Uniform Corrections** occur when students do not wear the school uniform appropriately (un-tucked shirt, sagging pants, untied shoes, shoes not properly on feet (i.e., slipper style), "popped" collars, rolled up pants, etc.). These corrections may result in a dollar deduction and, possibly, a detention for repeated redirection in this area.
2. **Uniform Violations** of the dress code occur when a student is not wearing specific components of the correct uniform (i.e., wearing tennis shoes instead of dress shoes), or when the uniform is incomplete or inappropriate for school (missing belt, etc.). If proper uniform is not at school, the child will receive a reminder twice before earning a detention with the 3rd uniform violation. The child will be supported in getting uniform clothes and will attend class. Preppies receive two passes per quarter for uniform detentions and earn a fresh start each quarter.

3. **Out of Uniform.** Students who are not wearing correct uniform bottoms or tops are out of uniform and will have his/her parent contacted immediately to provide the necessary uniform items. Students will also earn a detention if this is the 3rd or greater uniform violation. Preppies receive two passes per quarter for uniform detentions and earn a fresh start each quarter.

Section 2: Attendance

All Absences - "Excused" or "Unexcused" are Considered Absences.

Excused Absences

The following circumstances will be considered excused absences with a valid excuse note:

- Illness of the student.
- Documented (on letterhead) medical or dental appointments for the student.
- A death in the student's immediate family.
- The closing of school by city authorities
- Necessity for the student to attend a judicial procedure.
- Observation of a religious holy day.
- Failure of the District of Columbia to provide transportation in cases where DC has a legal responsibility for the transportation of the student.
- Exclusion, by direction of the authorities of the District of Columbia, due to quarantine, contagious disease, infection, infestation, or other condition requiring separation from other students for medical or health reasons.
- Other absences approved in advance by the principal upon the written request of the parent/guardian.

When a student returns to school after an absence of 1-4 days, a valid excuse note must be sent with the student to the front-desk within 48 hours. The excuse note should include:

- The student's full name; Date(s) of the absence(s);
- The reason for the absence(s); and
- A parent/guardian's signature.

Absences of five (5) or more days, and any subsequent absences related to illness, generally require a doctor's certificate unless an exception is otherwise allowed. A doctor's certificate should also be provided for medical appointments scheduled during the school day.

Student absences due to suspension are treated the same as excused absences.

Unexcused Absences

If a student is absent from school, we require a note explaining the absence. If a student does not have a note, or the note is not in compliance with the DC Compulsory Attendance Act, the absence will be considered unexcused. Daily attendance is required for student participation in school-sponsored field trips, end of year trips, and off-site school sponsored or approved activities during a regularly-scheduled school day. When we observe that students are developing a poor attendance record (punctuality or absences), we will intervene with supports and consequences as tools for improvement. One of those consequences is exclusion from non-

academic activities until DC Prep and the child's family can work more effectively together for improvement. We want to support the child's family in removing the barriers that prevent regular and/or punctual school attendance. If at *any time* however, educational neglect is suspected, we immediately notify the appropriate authorities.

Early Dismissal

Students are expected to stay in school until the end of the school day (4:00PM on Mondays, Tuesdays, Thursdays, and Fridays, and 2:00PM on Wednesdays). Students who leave school two hours before dismissal (or arrive two hours after school has begun) are considered Half-Day Absences. Preppies with medical or dental appointments that require early dismissal should bring a note into school the following morning and submit it to the campus Operations Assistants.

An early dismissal will be treated as a tardy, and six early dismissals/tardies will be equivalent to one absence. If a parent sends in a doctor's note (or other official documentation, like a court appointment), the early dismissal can be excused. Similar to punctuality, early dismissal may prevent students from earning a variety of DC Prep incentives.

Supporting Chronic Absences

- **Five Absences in a Quarter:** Discuss with Dean of Student Support/ Early Childhood Support Coordinator to develop an action plan.
- **Ten Absences in a Quarter:** Child may be placed on an Attendance Contract and Support Plan.
 - **At 10 unexcused absences, the family is reported for Educational Neglect to Child and Family Services Agency (CFSA) and is considered truant according to DC Law.**
- **Seventeen Absences in a Year (excused and unexcused):** Child may not be promoted to next grade level.

Truancy

Truancy is defined as any school-age child (ages 5-18) with 10 unexcused absences at any time during the school year. No later than two (2) days after the accrual of multiple absences as described above, truant students are reported to the:

- District of Columbia Child and Family Services Agency (CFSA);
- Office of the Attorney General, *depending on student's age*; and
- Court of Social Services, Superior Court of the District of Columbia, *depending on student's age*.

Tracking attendance

DC Prep is required by law to keep an accurate, daily record of the attendance of all students. Our records are also subject to inspection at any time by the PCSB, OSSE, or other government entities. Teachers take attendance in their homerooms each day by 8:00 AM, *without exception*. After 8:00 AM, the campus Operations Assistants track student tardies and excused absences.

Students who leave school before dismissal time must sign out in the Early Dismissal Log. These records, log entries, and student enrollment information, are maintained in PowerSchool.

Section 3: Late Pick-Ups

When students have not been picked up at dismissal from the regular school day or aftercare, we will follow the process described below.

- School staff will attempt to contact a student’s parent/guardian if a student is left on campus after dismissal ends and the parent has not notified the school. Staff may also contact the student’s emergency contacts.
- DC Prep does not have the staffing capacity to safely escort individual students out of the building to designated locations, including into vehicles for ride-sharing services.
- A parent/guardian (or authorized individual, in accordance with DC Prep’s Student Release Policy) who comes to pick up a student after the end of dismissal must complete a late pick-up form and confirm submission with the staff member supervising their student before leaving campus.
- If a parent/guardian declines to complete the late pick-up form, the staff member supervising the student may complete the form on the parent/guardian’s behalf. The information submitted in this late pick-up form will be kept by the school as a record of the late pick-up. The form will collect the following information:
 - Name of the parent/guardian who picked up the student
 - Name of the student picked up late
 - Date and time of the late pick-up
 - Reason why the student was picked up late
- If a student is still on campus more than an hour after dismissal from the school day or aftercare, and school staff members have not been able to reach the student’s parents/guardians, family members, or any of the student’s emergency contacts in accordance with the above guidelines, DC Prep staff must assume that the family has suffered an emergency. The Principal or another designated member of the school leadership team may then contact CFSA or the local police. The Principal or designee may release the student to an authorized individual, CFSA, or the police department.
- DC Prep will follow a tiered structure of interventions/consequences for families who persistently pick-up their students late, as described below. Any late pick-up scenarios not explicitly described in this structure may be addressed at the discretion of the Principal.

Late Pick-up (each occurrence)	Parent/guardian must complete the electronic late pick-up form before leaving campus with the student.
Recurring Late Pick-Up (three occurrences)	Parent/guardian must attend a meeting with the school Operations Manager to review late pick-up data and create a verbal agreement and plan to prevent late pick-ups in the future. The school administrator may refer the family to local counseling or truancy resources.
Habitual Late Pick-Up (five occurrences)	A letter will be sent home to the student’s parent/guardian specifying the date, time, and location of a meeting with a school Principal and Operations Manager. The parent/guardian must attend the meeting with the school

	administrators and sign an agreement to pick up their student on time.
Chronic Late Pick-Up (more than five occurrences)	Parent/guardian may become subject to an intervention workshop with the one or more members of the school leadership team. In certain extreme circumstances, DC Prep may also contact CFSA or the police, at the discretion of the Principal.

Section 4: Internet Policy¹

DC Prep offers Internet access to its Preppies, faculty, and staff with the purpose of supporting DC Prep’s mission. The Internet is a tremendous resource but has the potential for abuse. DC Prep makes no guarantees, implied or otherwise, regarding the factual reliability of data available over the Internet. Users of the DC Prep service assume full responsibility for any costs, liabilities, or damages arising from the way they choose to use their Internet access. DC Prep has installed special filtering software to block access to material that is not appropriate for children.

The following are prohibited online behaviors. While not exhaustive, this list illustrates unacceptable uses of the DC Prep Internet service:

- Any online activity that is NOT associated with the assigned task.
- Disclosing, using, or disseminating personal identification information about self or others.
- Accessing, sending, or forwarding materials or communications that are defamatory, pornographic, obscene, sexually explicit, threatening, harassing, or illegal.
- Using the Internet service for any illegal activities such as gaining unauthorized access to other systems, arranging for the sale or purchase of drugs or alcohol, participating in criminal gang activity, threatening others, transferring obscene material, or attempting to do any of the above.
- Using the Internet service to receive or send information relating to dangerous instruments such as bombs or other explosive devices, automatic weapons or other firearms, or other weaponry.
- Vandalizing DC Prep computers by causing physical damage, reconfiguring the computer system, attempting to disrupt the computer system or destroying data by spreading computer viruses or by any other means.
- Plagiarizing material obtained from the Internet. Any material obtained from the Internet and included in one’s own work must be cited and credited by name or by electronic address or path on the Internet. Information obtained through email or news sources must also be credited to the proper sources.
- Using the Internet for commercial purposes.
- Downloading or installing any commercial software, shareware, freeware, or similar types of material onto network drives or disks without prior permission of the school.
- Overriding the DC Prep Internet filtering software.

¹ Adapted from Achievement Preparatory Academy resources

The Internet also has potential dangers. Below are basic safety rules pertaining to all types of Internet applications.

- Never reveal *any* identifying student information such as last names, ages, addresses, phone numbers, parents' names, parents' employers, work addresses, or photographs.
- Use the "back" key whenever you encounter a site that you believe is inappropriate or makes you feel uncomfortable.
- DC Prep encourages students to immediately tell a teacher/administrator/staff member if they receive an inappropriate message.
- We encourage students and parents not to share their password or use another person's password. Internet passwords are provided for each user's personal use only.

Privacy

Users should not have an expectation of privacy or confidentiality in the context of electronic communications or other computer files sent and received on the DC Prep computer network and/or stored in the user's directory/on a disk drive. DC Prep reserves the right to examine all data stored on discs involved in the user's use of DC Prep Internet service.

Internet messages are public communication and are not private. All communications including text and images may be disclosed to law enforcement or other third parties without prior consent of the sender or the receiver. Network administrators may review communications to maintain integrity system-wide and ensure that users are using the system responsibly.

Violations

Access to the DC Prep Internet service is a privilege and not a right. DC Prep reserves the right to deny, revoke, or suspend specific user privileges and/or to take other disciplinary action, up to, and including, suspension, expulsion for Preppies for violations of this policy. The school will advise appropriate law enforcement agencies of illegal activities conducted through DC Prep's Internet service. DC Prep will cooperate fully with local, state, and/or federal officials in any investigation related to any illegal activities conducted through the service.

Section 5: Access to Student Records

Per the Family Educational Rights and Privacy Act (FERPA), all student records are treated as confidential and kept under restricted conditions. Any parent noted on the child's enrolling birth certificate has full access to the child's record unless there is current, legal documentation on file at school stating that guardianship and/or educational rights over the child has been temporarily removed, restricted or revoked. Parents may request to review their child's records at any time, or to be informed of the information contained therein.

Student records include:

- Date(s) of enrollment.
- Current grade level assignment and date(s) of promotion to each grade level.
- Daily attendance.
- Daily absences with an explanation from parents/guardians.
- Date and brief description of communications with parents/guardians with regard to student attendance and absences, including the record of, or a cross-reference to, the record documenting:
 - Contact with parents/guardians or other primary caregivers; and

- Interventions, services, and referrals related to absences.
- Date of withdrawal or transfer to another school, the name and location of the school to which a student transfers, and follow-up notation(s) to confirm the child’s new placement.

Parents may request that DC Prep corrects records which they believe to be inaccurate or misleading. Parents may also request photocopies of their child’s records, but files may not be removed from the school location where they are maintained. When requested by a parent, it may take up to 48 hours to get copies of the file(s).

DC Prep reserves the right to disclose student records without parental consent to the following parties:

- School officials (administrative or support staff) with legitimate educational interest (meaning the official needs to review an educational record in order to fulfill his or her professional responsibility);
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- For the purposes of directory information (defined below) with notification to parents of both what information is being shared and information on how parents can opt out;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State/local authorities, within a juvenile justice system, pursuant to specific State law.

DC Prep considers the following to be “directory information”: student’s name, address, telephone listing, electronic mail address, date of birth, dates of attendance, grade level, participation in officially recognized activities and sports, degrees/honors/awards received, student ID number. If you wish to opt out of your child(ren)’s directory information being shared, please email ParentDataQuestions@dcprep.org.

Families may occasionally need to file a FERPA complaint regarding the organization. If that is the case, complaints of alleged violations may be addressed to:

Family Policy Compliance Office
 US Department of Education
 400 Maryland Avenue, SW
 Washington, DC 20202-5920

Section 6: Enrollment, Re-enrollment, and Withdrawal Procedures

For the 2020-2021 school year, DC Prep will continue to participate in a common application and common lottery with DCPS and most public charter schools in DC – “My School DC.” The application will launch on Monday, December 16th, 2019 with a February 3rd, 2020 lottery application deadline for high-school-bound students (9th-12th grades) and a March 2nd, 2020 lottery deadline for preschool-8th grade students. Parents of students who wish to transfer from one DC Prep campus location to another should do so at this time by applying through My School DC with an inter-campus transfer preference. Families who apply for a transfer after the

March 2nd deadline will not be given a preference and will be placed at the bottom of the waitlist for that specific grade at the specific campus. For more information on the common application process and 2020-21 cycle deadlines, visit www.myschooldc.org.

Siblings of current DC Prep students receive a priority preference and are placed on a priority waitlist if they are not matched at the time of the lottery. Students are considered “siblings” if they share at least one parent as indicated on their birth certificate or other legal documentation. Siblings of applicants who are not returning to DC Prep will not be offered a priority preference.

In summary, the following are high-level guidelines for enrollment-related processes. If you have additional questions, please reach out to our Enrollment Team at enrollment@dcprep.org or 202-635-4590 ext. 200.

- **Re-enrollment:** Currently-enrolled families wishing to return to DC Prep the following school year should **not** participate in the My School DC lottery. All re-enrollment is managed internally by DC Prep. Re-enrollment for the following academic school year will be in the Spring, during the month of **April**. If you withdraw, or your child is expelled during the academic school year, before, during, or after the re-enrollment period, you forfeit your seat for the following academic school year.
- **Inter-campus transfers:** DC Prep offers an inter-campus transfer for all **currently** enrolled families wishing to transfer to a "sister" DC Prep campus (Edgewood, Benning, or Anacostia). Interested families **should** participate in the My School DC lottery application. All inter-campus transfers are managed through My School DC and are only eligible at the time of the Lottery. For more information about key 2020-21 enrollment dates, visit www.myschooldc.org.
- **Sibling Attending:** This is a preference for any two students who share at least one parent as stated on their Birth Certificates or other legal documentation. Any family applying for a Sibling Attending preference will be validated and contacted if their preference is approved or denied. *Caveat - siblings of currently enrolled 8th graders, siblings of students not returning, mid-year withdrawals, or expulsions do **not** qualify for a sibling attending preference.*
- **Residency:** If you voluntarily move out of the district any time during the school year, you **must** report this information to the school. Dependent on the situation, you may be asked to pay out-of-state tuition, on a pro-rated basis, or in some cases, you may have to withdraw your child.

During the Re-enrollment period, families must complete the following two steps to secure their child’s seat for the following school year:

1. Complete the DC Prep Online Student Re-enrollment Form
 - a. This form will be sent to your primary Alert Email on file at your child’s attending campus, please ensure we always have updated contact information for you.
2. Submit in-person Proof of DC Residency.
 - a. Below is a full list of currently acceptable documents.

*Choose **one** (1) document from List A, or **two** (2) documents from List B:

LIST A	LIST B
--------	--------

<p style="text-align: center;"><i>One (1) document from following:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Paystub from the last 45 days, showing your name, current DC address, and only DC Withholding. <input type="checkbox"/> Financial assistance from DC Government showing your name, current DC address from TANF, Medicaid, or housing assistance, dated within the last 12 months. <input type="checkbox"/> Supplemental Security Income showing your name, current DC address, dated within the last 12 months. <input type="checkbox"/> Certified 2016 D-40 tax information authorization. Must be stamped by DC Office of Tax and Revenue. <input type="checkbox"/> Military Housing Orders showing your name, current DC address, dated within the last 12 months. <input type="checkbox"/> DC Ward Letter proving the child is a ward of DC. <input type="checkbox"/> Embassy letter showing your name, current DC address, dated within the last 12 months. 	<p style="text-align: center;"><i>Two (2) documents from following:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Unexpired DC Vehicle Registration showing your name, current DC address, dated within the last 12 months. <input type="checkbox"/> Unexpired DC ID/Driver's License showing your name, current DC address, dated within the last 12 months. <input type="checkbox"/> Unexpired Lease or Rental Agreement and Receipt of rental payment for the last two (2) months showing your name and current DC address. <input type="checkbox"/> One (1) utility bill with proof of payment, dated within the last two (2) months.
--	---

Section 7: Prep Skills

Five key beliefs provide the foundation for DC Prep’s culture vision. They are the starting place from which we make refinements to our program, always holding ourselves accountable to our commitments to our Preppies, staff and families.

1. We believe in social skill development that supports academic engagement and social-emotional development within the school community. The focus on social skills supports a child’s natural development by providing opportunities to apply and practice targeted skills that are transferable across content and context in an increasingly rigorous way.

Our vision is that as they grow, our Preppies will develop confidence in their abilities to do hard work and solve problems – inside and outside of the classroom. The development of these social skills is a life-long endeavor. As a school, our role is to provide opportunities for consistent application and practice with feedback on the skills as students prepare for the

rigors of high school, college, and beyond. We are continually looking for concrete ways to articulate what progression looks like for each skill.

- The five (5) Prep Skills are the connective tissue from preschool through 8th grade for our Preppies. Though content and expectations will change as students grow, the Prep Skills remain consistent but scaffolded in their rigor over the years.
- We approach the teaching and support of Prep Skill development through planned teaching, effective praise, redirection, feedback, and reflection.
- The Prep Skills are:
 - I. **Speaking to and Listening to Others:** The ability to effectively communicate thoughts and ideas through written and spoken discourse with peers and colleagues is a skill that Preppies will use during school and beyond.

“Language, is how we think. It's how we process information and remember. It's our operating system. Vygotsky (1962) suggested that thinking develops into words in a number of phases, moving from imaging to inner speech to inner speaking to speech. Tracing this idea backward, speech – talk – is the representation of thinking. As such, it seems reasonable to suggest that classrooms should be filled with talk, given that we want them filled with thinking!”
 - II. **Persevering on Tasks and Projects:** Perseverance can be described as an ability to accomplish long-term or higher-order goals in the face of challenges and setbacks. School and life will present challenges that will require psychological resources, such as academic mindsets, effortful control, and strategies and tactics to address, grapple, and overcome. Telling a child to “tough it out, or to use grit” is useless if they do not have a set of skills to support working through the challenges.
 - III. **Contributing to Group Activities:** Playing and working cooperatively is arguably the skill where all other skills are applied and practiced. Discussing, planning, and working toward a goal together is a skill that will serve Preppies in countless ways. In working with others, they learn difference and empathy and are pushed to consider thinking that helps them learn and grow.
 - IV. **Using Advocacy Skills:** The ability to stand up for your rights and the rights of others, both verbally and in writing, has many connections to the speaking and listening skill. Advocacy, however, is more about a mindset of empowerment. The knowledge that your perspective matters allows a Preppie to understand his/her own power and significance. Preppies can then layer in the highest use of advocacy – using your skills to help others and improve the community. It does not mean that things will always go your way, but the right to speak truth to power in a way that will be heard and responded to is at the core of empowerment. Advocacy does not give license to disrespect to peers or teachers in the school community. Advocacy uplifts us all and elevates our thinking. Disrespect tears apart our community.
 - V. **Using Emotional Management Strategies:** Much like perseverance, emotional management is about understanding specific strategies and approaches that can be used in moments of frustration and stress. It is about

the ability to anticipate the circumstances that create emotional frustration and mitigating or avoiding those with planning, preparation, and routine.

2. Our students, teachers, and families want to learn, work, and send their children to a place that is both **emotionally and physically safe**. We are committed to providing this for our school community through both positive behavioral intervention and supports and consistent, tiered consequences. We know that this safety can only occur where students, families and teachers have strong relationships.
 - It all begins with a nurturing and responsive teacher and classroom. We work to foster relationships between our students, families and staff so that Preppies understand that DC Prep is a part of the community of adults who care about them and their progress. We love our Preppies and we want them to do their very best each day. We make all of our decisions with the best interest of our Preppies in mind. When we find that our intentions do not match our impact, we refine.
 - We continue to create rules, policies, and systems that encourage interaction based on relationships and purpose and uphold rules and expectations to ensure emotional and physical safety for all students.
 - We will dedicate time and resources to the planned teaching, practice, and reflection on school rules and expectations and re-teach when needed to ensure that Preppies participate in the cultivation of a strong school culture.
 - We will support the planned teaching of routines that structure the day and provide consistency for Preppies and staff. Additionally, our routines provide strong models for Preppies to develop their own self-management and time management habits.
 - We use a set of developmentally-tiered consequence systems to reinforce community expectations and make certain that students understand when their choices or actions fall outside those expectations. Our hope is for Preppies to learn and grow from the consequences of their actions. We utilize both structural (i.e., detention or suspension) and logical (i.e., do it again, re-teach, restorative consequences, etc.) consequences.
3. We admit all students and families and **believe in supporting them to meet the academic, social, and community expectations at DC Prep**.
 - We believe that our students are on a life-long journey of building habits that will support their future success; we are committed to providing supports for all expectations beginning in preschool, continuing through 8th grade graduation and beyond through our PrepNext Alumni program that provides support through college.
 - We utilize incentives, rewards, rituals, and celebrations that promote and acknowledge excellence and growth as a positive outcome of the hard work that our Preppies engage in each day.
 - We believe that students with disabilities deserve the same opportunity to achieve a successful future. We uphold this vision by engaging them in rigorous academic content and holding them to the same high behavioral expectations as their non-disabled peers, while always taking into account the protections provided by IDEA.
 - We believe in using data to identify students in need of supports, both big and small, and systematically providing those supports through our grade level team structure and the student support process.

4. We believe that we cannot do this work without **learning from and working with our parents and the larger community** that supports the success of our Preppies.
 - We know that building relationships with our Preppies' parents is an essential form of support that yields invaluable information and enables the development of joint planning to best support each Preppie on his/her journey.
 - We respect that family participation can come in many forms and we attempt to provide both formal and informal ways to connect as a school community and share information.
 - We respect and honor the feedback that our parents give us each year and work to continuously improve the DC Prep experience with them and in service to their children (our Preppies!).
 - We understand that being a parent is hard work. We will attempt to effectively communicate school expectations and work with families in support of their Preppie to meet those expectations.
 - We understand that there may be moments of frustration with DC Prep and we will always listen to feedback provided in a respectful manner to our staff.
 - Administrators and teachers should always interact with parents respectfully and in a productive manner.
 - Parents should always interact with teachers respectfully and in a productive manner.
 - As with all relationships, when there is disagreement, we will work hard as a team to restore those relationships with a focus on best outcomes for our Preppies.
5. **We believe in cultivating a diverse and inclusive environment that celebrates and honors all students, families, staff, and their unique perspectives.** We know that we are a stronger and richer community as a result of diversity and inclusivity and are committed to intentionally strengthening our individual and collective capacity to teach and lead in a culturally-proficient way.

Section 8: Discipline Policies and Procedures

Suspension and Due Process Procedures

The decision to suspend a student will be made by the Principal with the Dean of Student Support. The number of days of suspension will be determined based on the severity of the infraction, the age of the student, and previous infractions. No out of school suspension will be issued for longer than five consecutive days for grades K-5, or ten consecutive days for grades 6-8. A suspension will not exceed ten days. The suspension shall become effective immediately unless otherwise stated by the Dean or Principal.

Students for whom suspension is being considered will be given notice and an opportunity to be heard before a final decision regarding suspension is made. The following procedures will apply for students facing short term suspension. Short term suspension is less than three (3) days for Kindergarten – 5th grade, less than six (6) days for 6th-8th grades. Prior to issuing the suspension, the Dean or Principal will meet with the student, notify the student of what he/she is accused of doing and the information that the school has to believe that the student engaged in such behavior, and give the student an opportunity to present his/her side of the story or explanation for his/her behavior. If necessary, the Dean or Principal will conduct an

investigation into the circumstances of the student's behavior and any explanation provided by the student. Any investigation will be completed within two (2) school days. At the discretion of the Dean or Principal the student may be suspended pending the results of the investigation. After the meeting with the student and any investigation, the Dean or Principal will issue written notice through a Disciplinary Tracking Form, to the parent detailing the length of the suspension, reason for the suspension and an explanation of the information being relied on as a basis for the suspension.

The following procedures will apply for students facing long term suspension. Long term suspension is more than three (3) days for Kindergarten – 5th grade and more than six (6) days for 6th-8th grades. Prior to issuing a recommendation for a long-term suspension, the Dean or Principal will meet with the student, notify the student of what he/she is accused of doing and the information that the school has to believe that the student engaged in such behavior, and give the student an opportunity to present his/her side of the story or explanation for his/her behavior. If necessary, the Dean or Principal will conduct an investigation into the circumstances of the student's behavior and any explanation provided by the student. Any investigation will be completed within two (2) school days. At the discretion of the Dean or Principal the student may be suspended pending the results of the investigation. After the meeting with the student and any investigation, the Principal will issue written notice to the parent detailing the length of the recommended suspension, the reason for that recommendation and an explanation of the information being relied on as a basis for the recommendation.

A discipline review hearing will be held within ten (10) school days of the incident that resulted in a recommendation for long term suspension, where a final decision will be made about the recommended disciplinary action. At the hearing, the Dean or Principal will present the information relied on to support the recommended disciplinary action; the student will be given an opportunity to fully respond to that information; the student may be represented by an attorney; and the student may present any information that he/she wants the decision maker to consider. The Principal or designee will act as an impartial decision maker for long term suspension recommendations. The Principal will hear all of the information presented and make a final decision about the recommended disciplinary action. At the conclusion of the hearing or within the next school day, the Principal will notify the parent in writing of the final determination.

At the Dean or Principal's discretion, students who are recommended for long-term suspension will be suspended pending a final determination about the recommendation for long-term suspension.

Students with disabilities (IEP and 504) who suspended for more than 10 school days in a school year must have a manifestation meeting. If a student needs to be suspended for more than 10 days in a school year or is being recommended for expulsion, then the MDT must be involved and hold a manifestation determination meeting. If the team determines that the behavior is not a manifestation of the student's disability the student can be disciplined in the same manner a nondisabled student would be except that the school will provide services to that child until the end of the school year (including extended school year when applicable) or until the child begins attending another school, whichever occurs first. If the behavior is a

manifestation, then the student will be allowed to return to school unless the team agrees otherwise (or unless the student possessed or used drugs, possessed a weapon or caused serious bodily injury) and the team will consider alternative consequences and/or interventions to address the behavior. Students with disabilities who are suspended for more than 10 days in a school year will receive services in an interim alternative educational setting.

Pre-Expulsion and Due Process Procedures

Should a DC Preppie consistently struggle with the behavioral expectations of DC Prep, the student may participate in the pre-expulsion process.

The Pre-Expulsion process includes:

1. A conference attended by the Principal or the Dean of Student Support when appropriate. At least one of the student's teachers may be in attendance, as well as the child's parent or guardian and the child (if appropriate).
2. The development of the pre-expulsion contract which details the responsibilities of all parties, including the family, child, and school, to support the student's success at DC Prep.
3. A follow-up conference at the end of the pre-expulsion period.
4. The terms of the pre-expulsion period are as follows:
 - o The probationary period is at minimum four (4) weeks.
 - o Should the student commit any combination of three (3) minor disciplinary infractions or one suspension within this period the student may be recommended for expulsion.

If a student successfully completes the pre-expulsion period, the school will review the disciplinary record regularly to monitor progress. Should the DC Preppie once again begin to violate the school's code, an additional probationary period and pre-expulsion meeting is not required for an expulsion recommendation.

Should a student at DC Prep be recommended for expulsion, due to excessive and/or repeated academic or behavioral violations of the school Code of Conduct, the school may choose to implement the Discipline Review process.

In cases where the student engages in the following activities, the Discipline Review process will be implemented immediately:

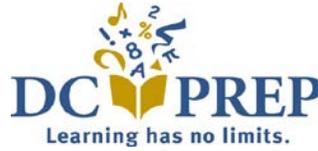
- Repeatedly engages in conduct which substantially disrupts school or classroom activity.
- Endangers or repeatedly threatens to endanger the health, safety, welfare of others.
- Assaults or threatens to assault a staff member (physically/verbally).
- Severely assaults another student.
- Possesses a firearm, knife, razor blade, or any dangerous object with no reasonable use to the student in school, in a manner that causes a disruption to the learning environment or endangers school safety.
- Possesses or uses alcohol or illegal drugs/controlled substances on school property.
- Commits vandalism/arson.
- Engages in any sexual acts/behaviors on campus or school-sponsored field trip.

Expulsion and due process procedures

The following procedures will apply for students facing expulsion. Prior to issuing a recommendation for expulsion, the Dean or Principal will meet with the student, notify the student of what he/she is accused of doing and the information that the school has to believe that the student engaged in such behavior, and give the student an opportunity to present his/her side of the story or explanation for his/her behavior. If necessary, the Dean or Principal will conduct an investigation into the circumstances of the student's behavior and any explanation provided by the student. Any investigation will be completed within two (2) school days. At the discretion of the Dean or Principal the student may be suspended pending the results of the investigation. After the meeting with the student and any investigation, the Principal will issue written notice to the parent detailing the reason for the recommendation for expulsion and an explanation of the information being relied on as a basis for the recommendation.

At the Dean or Principal's discretion, students who are recommended for expulsion will be suspended pending a final determination about the recommendation for expulsion. Failure to attend the hearing will waive the parent's or guardian's option to appeal. If the parent or guardian attends the hearing and disagrees with the decision, then the parent or guardian may contact the President and Chief Academic Officer (CAO) of DC Prep, Katie Severn, at ksevern@dcprep.org to appeal the decision.

Section 9: Code of Conduct



DC PREP CODE OF CONDUCT OVERVIEW

We believe in using a developmentally-appropriate and tiered approach to supporting students with meeting our schoolwide expectations. We recognize that all students require teaching and support to be successful learners. Our system includes:

1. **Classroom- based Supports and Responses** to provide students with opportunities to reflect on, practice and improve behavior in line with our Community Expectations;
2. **Outside the Classroom Supports and Responses** to provide students with opportunities to reflect on, practice and improve behavior in line with our Community Expectations; and a
3. **Schoolwide Tiered System of Consequences** executed within classrooms and through specialized supports and services outside of the classroom.

We believe all students should have the opportunity to learn from their choices and as students mature, we expect them to take increasing responsibility for their actions.

DC Prep Expectations

We believe in teaching, practicing and enforcing a consistent set of schoolwide expectations.

DC Prep Expectations	
<ul style="list-style-type: none"> • Engage in all classwork and instructional activities to support a focused learning environment • Be prepared with – and maintain – uniform, materials, common spaces, and technology appropriately • Follow instructions from all adults in the school building • Be safe at all times. Keep your hands, feet and body to yourself. • Consider your actions and the impact on others in the community. 	

- (1) **Classroom-based Supports and Responses** to provide students with opportunities to reflect on, practice and improve their behavior in order to meet **DC Prep Expectations**:

Classroom-based Responses and Supports	How Used
Planned Teaching of Prep Skills, Prep Expectations and Routines and procedures All Grade Levels	We integrate Planned Teaching embedded throughout the day in classrooms and common spaces to teach students and give them opportunities to practice and apply HOW to be a positive and productive community member. We believe in teaching clear Routines and Procedures to support creating a productive and safe learning environment. The Prep Skills we teach and embed

	<p>into our daily lessons for students to practice and apply include:</p> <ul style="list-style-type: none"> • Using Advocacy Skills • Speaking to and Listening to Others • Using Emotional Management Strategies • Persevering on Tasks and Projects • Contributing to Group Activities
<p>Praise, SHINE, Smiley Faces ☺, Additions (DC Prep \$\$)</p>	<p>We integrate positive praise throughout the school day so that students feel pride and success and to celebrate the growth of our Preppies. When we see students demonstrating strong skills or growing significantly in a skill that has been a challenge, we praise them in a genuine way connected to a mindset of student excellence. We document praise on student Prep Notes or trackers in our early grades. Early Childhood classrooms use a SHINE system, early elementary grade classrooms use happy faces (☺) and older grades use additions connected to a DC Prep “Bank Account”.</p>
<p>Redirection, reminders and corrective teaching</p>	<p>Redirection, reminders and corrective teaching are all strategies teachers use to support students in meeting the Prep Expectations and receiving feedback in order to correct themselves when they are not meeting expectations. These can take many forms including individual Redirection (Ex- Jane, please remember to raise your hand instead of calling out), whole class Reminders (Ex- I’m waiting for two students to sit criss-cross applesauce on the rug), etc.</p> <p>Corrective Teaching is a strategy we use to teach and practice a replacement skill after naming the inappropriate behavior with a student or group of students. This can be used for small misbehaviors in the classroom in addition to teachers using our tiered consequences outlined below. The intent is to support the students in making amends for poor choices and correcting behavior and not designed to be punitive. Here are some common examples:</p> <ul style="list-style-type: none"> • When a student has used unkind words towards a classmate, he or she will be given the opportunity to apologize inside the classroom in addition to earning the appropriate consequence. • If a student misuses classroom materials, he or she may lose the privilege of using the materials or may be asked to help organize the materials. • If a student struggles to follow instructions during recess, he or she may be asked to sit out for 2 minutes and be given an opportunity to try again after reflecting on behaviors with the recess duty teacher.
<p>Fresh Start and Reflection</p>	<p>Fresh Start is a designated space inside of a classroom, where students can take time to practice using calming strategies to</p>

	<p>regulate their emotions and work on rejoining the group. Teachers may ask students to go to the Fresh Start spot, or students may ask proactively. Fresh Start is used in all elementary school classrooms.</p> <p>Reflection is used in our upper grades and is a space for students to reset or self-regulate their behavior after receiving multiple redirections. Students can request to use the Reflection space proactively to help them self-regulate and teachers can request students to use the reflection space to provide corrective teaching</p>
“Talk it Out” Table and Mediations	<p>“Talk It Out” is a strategy for teaching students to resolve conflict with a peer and to develop self-awareness to repair relationships. In many elementary school classrooms, there is a designated space (the “Talk it Out Table”) for students to share their feelings and demonstrate their emotional management strategies. This space is usually used for peer to peer conflict resolution. Students can be asked to move to the space by a teacher and or transition to the space on their own when feeling calm and ready to talk.</p> <p>In upper grades, we use a similar “Talk it Out” strategy also called Mediation to provide students with space to talk about their feelings and resolve peer to peer conflict. It most often happens in a middle school setting outside of the classroom given the configuration and structure of the upper grade classes.</p>
Small Deal Square	<p>The “Small Deal Square” is used in elementary classrooms for students who have received 1 to 2 redirections, and the teachers thinks the student will be able to reset or self- regulate their behavior with a little space before receiving an official logged consequence or time out. Small deal square is intended to be corrective and not punitive to give young children another space to improve their behavior. <i>Once the student corrects his/her behavior, they are welcomed back to the team.</i></p>
Deductions and Sad Faces ☹	<p>Students receive feedback for poor choices. In EC and Kindergarten classrooms, they will receive a sad face (☹) on their prep note. Deductions are used in First-8th grades. Students lose dollars according to an agreed upon structure of fines using DC Prep dollars. Deductions are considered “warnings” to support behavioral correction. When we see students struggling to meet expectations, it is documented on Prep Notes and trackers for parent communication.</p>

(2) Outside the Classrooms Support and Responses

Administrators including Deans and School Counselors utilize restoring components to help students grow from and not repeat a behavioral incident. Some of the most frequent responses and supports are noted below. Families are notified when these responses are used.

Outside the	How Used
--------------------	-----------------

<p>Classrooms Support and Responses</p>	
<p>Peer Mediation</p>	<p>Peer Mediation is used more frequently in the upper grades and typically led by a school Counselor or Psychologist and in some cases can be led by student-trained Peer Facilitators. Mediation is designed to provide students with a controlled, secure atmosphere that permits each person to tell their side of the story without interruption. The goal of mediation is to identify the issues underlying the problem and for the students to devise a plan that will resolve the problem and help them to avoid it from continuing, or repeating in the future.</p>
<p>Community Restoration Time (CRT) and Community Restoration Assignments (CRA)</p>	<p>Community Restoration Assignments (CRAs) are typically administered by the Dean or another Administrator and provide students with an opportunity to repair hurt or damage done to the community. CRAs may be a part of a tiered consequence. When a student receives a CRA, the parent or guardian is notified. In many cases, the student will be asked to complete the CRA during CRT which is held on Wednesdays and Fridays afterschool. Students who are repeatedly unsuccessful on ICS may be required to serve an extended detention on either Wednesday (2:30-3:00pm) or Friday (4:30-5:00pm). During extended detention, students complete a community restoration assignment and/or participate in a Prep Skills planned teaching lesson with a member of the support team.</p> <p>Examples of CRAs that most frequently occur during CRT include:</p> <ul style="list-style-type: none"> • Community Service <ul style="list-style-type: none"> ○ Directly with impacted teacher (i.e., help organize classroom with teacher at lunch, put a bulletin board together, etc.) ○ General (i.e., help sort books in library, help a teacher in a younger grade with something, etc.) • Apology (Written or verbal) <ul style="list-style-type: none"> ○ Should be completed by the end of the day after incident (so basically 24 hours). • A Prep Promise Statement/ Drawing/ Statement <ul style="list-style-type: none"> ○ Preppie makes a commitment to the person(s)-teacher, student or class- to work as a team member and think about himself/herself and each of them – being safe, kind and focusing on learning. • A Prep Circle <ul style="list-style-type: none"> ▪ Dean, Principal, Parent, Student, Impacted Teacher/Student circle up during a Student Reflection Meeting to discuss what happened. • Expanding Awareness and Prevention <ul style="list-style-type: none"> ○ Preppie crafts an essay or report on a related topic to an incident and delivers it to the class and/ or at a community meeting based on incident (and age of Preppie) and/ or visits other classes to discuss the issue with Preppies

Office Referral	When students have made poor choices in a classroom, they may receive an Office Referral and visit with the Dean or other school administrator. Office Referrals are meant to be a space for the students to reflect on his/her behavior and discuss next steps which may include CRA, SRM or Tiered Consequence (DTN, ICS or OSS). When students have received an Office Referral, the parent/ guardian is notified by the Dean or other administrator. The Dean or administrator decides on the appropriate supports and consequence(s) after meeting with the student.
Student Reflection Meeting (SRM)	Parents/ guardians of students who demonstrate unsafe or consistently disruptive behaviors will participate in a reflection meeting with a member of the support team the same day or next day. The goal of the meeting is to discuss the Preppie's behavior, factors that may be contributing to the behavior and create a plan for home and school that supports the Preppie's success at school. The Preppie will join at the end for re-teaching or goal setting based on the team's action plan.

(3) Schoolwide Tiered System of Consequences

Despite our best efforts to establish school and classroom environments that are purposeful, productive, inclusive, safe, and equitable for all students, there will at times be incidents and behaviors that require an additional layer of response, support and/or consequence based on either the frequency and or severity of the behavior. In these instances, we use our Code of Conduct as a guide to determine how to best respond. Below are brief descriptions of the graduated levels of disciplinary actions used in Pre-School through 8th Grade.

For details on the specific consequence ladder, see the Elementary and Middle specific Code of Conduct documents below.

Schoolwide Tiered Consequences	How Used
Time-Out <i>Early Childhood, Kindergarten, First Grade</i>	When a student has received multiple redirections, and is unable to follow through, he or she may be asked to go to time out. At the close of time out, the teacher debriefs with the student by asking questions and providing opportunities for reflection. For example, "Why did you go to time out? What can you do to improve your behavior?"
Deductions/ Sad Faces	Students earn deductions/ sad faces (☹) which serve as a reminder for students that they are not meeting the expectations. Students "deduct" the equivalent of \$1 DC Prep from their bank accounts and document on the Prep Note (or tracker in earlier grades).
End of Day Reflection (EDR) <i>Kinder and First Grade</i>	Students earn End of Day Reflection (EDR) for behaviors during the day to be served with an administrator as both a consequence for actions and an opportunity to reflect on behaviors and make commitments to move forward.
Detention (DTN) <i>2nd through 8th Grade</i>	Students earn an afterschool detention for specific behaviors and serve it that day or the following day. During detention, students write a reflection assignment about their behavior. On Mondays, Tuesdays,

	Thursdays and Fridays, students serve detention from 4:00-4:30 PM. Due to the 2:00pm early dismissal on Wednesdays, detention is held from 2:00-2:30pm.
In Class Suspension (ICS) <i>2nd through 8th Grade</i>	Students earn ICS for behaviors that negatively impact the emotional or physical safety of another community member or for behaviors that are majorly disruptive to learning. Students who are not successful on ICS earn an additional day of the consequence.
Suspension	<p>Students whose behavior results in emotional distress or bodily injury to another Preppie or staff member, no matter how brief, may be suspended. Behaviors that warrant suspension fall into the following 5 categories:</p> <ol style="list-style-type: none"> 1. Fighting 2. Posturing or Planning for Violence/ Fighting 3. Threats to Safety of School Community 4. Emotionally escalated and unsafe behaviors of an extended nature and extreme intensity 5. Running out of the school building <p>Please see division specific Code of Conduct for more details on behaviors that could result in suspension. Students are suspended between one and ten days based on the severity of the behavior. A Student Reflection Meeting with the Dean, Principal, or designee will be held on the day of the suspension or upon the student’s return to school to support an improvement in behavior. Students who are suspended are expected to complete all homework assignments. Suspended students may be required to complete a reflection assignment or other action to rebuild a relationship with individuals impacted by his/her actions or to repair/restore property that has been damaged.</p>
Expulsion Recommendation	Violent or illegal actions or repeated major violations of the Code of Conduct may result in expulsion.



DC PREP ELEMENTARY CAMPUS CODE OF CONDUCT

DC Prep Expectations	<i>Consistent Across Classes and Campuses</i>
-----------------------------	---

1. Be prepared with your uniform, materials and an organized work space.
2. Follow ALL instructions to support learning.
3. Be safe—keep your hands, feet and body to yourself.
4. Treat others with kindness.
5. Contribute positively.

Tier	Behaviors	Supports/ Consequences
Tier 1	<p>Multiple Tier 1 behaviors within the same class or school day may result in a higher level infraction.</p> <ul style="list-style-type: none"> • Off-task behaviors/minor disruptions to the learning environment (i.e., talking in class, out of seat, making noises, calling out, etc.) 	<p>Classroom Based Supports</p> <ul style="list-style-type: none"> • Re-Teaching • Re-Direction • Fresh Start/ Reflection • Small Deal Square • Talk It Out Table • Planned Teaching • Reminders • Corrective Teaching <p>Consequences</p> <ul style="list-style-type: none"> • Time-Out • Deduction
Tier 2	<p>Multiple Tier 2 behaviors within the same class or school day may result in a higher-level infraction.</p> <p>Early Childhood- Specific</p> <ul style="list-style-type: none"> • Three (3) time outs during the day. • Significant tantrum (lasting 2 or more minutes without abatement). • Any behavior of a sexual nature; inappropriate touching/behavior (i.e., kissing, touching bathing-suit covered body parts [yours or a peer’s], indecent exposure, etc.). • Physical behavior with another student or staff person • Extended emotional behavior and/or significantly disruptive behavior (i.e., crying for an extended period, shut down and unable to participate in the class, falling asleep repeatedly, discussing inappropriate topics and unable to be redirected, etc.). <p>Kindergarten Specific</p> <ul style="list-style-type: none"> • Failure to meet Prep Expectations with support • Tantrums/crying, pouting, stomping feet for a short period of time (resolved in class). • Throwing things in the classroom (i.e. paper, small items, etc.). 	<p>Supports & Consequences by Grade</p> <p>Possible General Supports</p> <ul style="list-style-type: none"> • Peer Mediation • Family Communication/ Meeting • Student Meeting • Skills Teaching • Re-teaching, Re-Direction, Reflection, Corrective Teaching <p>Early Childhood</p> <ul style="list-style-type: none"> • EC Support Coordinator Visit • Parent Phone Call <p>Kindergarten</p> <ul style="list-style-type: none"> • Deduction <p>First Grade</p> <ul style="list-style-type: none"> • End of Day Reflection (EDR)

	<ul style="list-style-type: none"> Hurtful language/teasing/name calling. (i.e., stupid, dumb, fat, stinky, ugly, etc.) <p>First Grade Specific</p> <ul style="list-style-type: none"> Failure to meet Prep Expectations with support Tantrums/crying, pouting, stomping feet for a short period of time (resolved in class). Throwing things in the classroom (i.e. paper, small items, etc.). Hurtful language/teasing/name calling. (i.e., stupid, dumb, fat, stinky, ugly, etc.) Repeatedly off-task behavior in the classroom environment Taking/ Stealing the property of another community member <p>Second- Third Grade Specific</p> <ul style="list-style-type: none"> Failure to meet Prep Expectations with support Tantrums/crying, pouting, stomping feet for a short period of time (resolved in class). Throwing things in the classroom (i.e. paper, small items, etc.). Hurtful language/teasing/name calling. (i.e., stupid, dumb, fat, stinky, ugly, etc.) Repeatedly off-task behavior in the classroom environment Taking/ Stealing the property of another community member Tardy to School (<i>After 2nd tardy, students receive a detention each time they are late; this is reset quarterly</i>). Uniform Violation: no belt, improper shoes (<i>After 2nd occurrence, student receives a detention each time; this is reset quarterly</i>) 	<p>Second- Third Grade</p> <ul style="list-style-type: none"> Detention (DTN) <table border="1" data-bbox="1240 264 1463 636"> <tr> <td>Mon</td> <td>4-4:30pm</td> </tr> <tr> <td>Tues</td> <td>4-4:30pm</td> </tr> <tr> <td>Wed</td> <td>2-2:30pm</td> </tr> <tr> <td>Thu r</td> <td>4-4:30pm</td> </tr> <tr> <td>Fri</td> <td>4-4:30pm</td> </tr> </table>	Mon	4-4:30pm	Tues	4-4:30pm	Wed	2-2:30pm	Thu r	4-4:30pm	Fri	4-4:30pm
Mon	4-4:30pm											
Tues	4-4:30pm											
Wed	2-2:30pm											
Thu r	4-4:30pm											
Fri	4-4:30pm											
<p>Tier 3</p>	<p>Multiple Tier 3 behaviors within the same class or school day may result in a higher level infraction.</p> <p>Early Childhood Specific</p> <ul style="list-style-type: none"> Multiple tantrums within a day. Behavior of a sexual nature. Major disruption in the classroom. Repeated usage of inappropriate language. Destroying a peer's belongings. Recurring physical behavior with another student or staff person <p>Kindergarten Specific</p> <ul style="list-style-type: none"> Repeatedly off-task behavior in the classroom environment after receiving support 	<p>Possible Supports</p> <ul style="list-style-type: none"> Peer Mediation Family Communication/ Meeting Student Meeting Skills Teaching Re-teaching, Re-Direction, Reflection, Corrective Teaching Behavior Contract Counselor Support <p>Consequences</p>										

	<ul style="list-style-type: none"> • Threatening anyone in words, looks, notes, or actions, directly or through another means • Taking/stealing the property of another community member • Spitting on another/roughhousing/horseplay and not keeping hands to yourself <p>First Grade Specific</p> <ul style="list-style-type: none"> • Multiple incidents of disruptive (EDR-worthy) behavior during the school day • Walking out of class without permission. • Tantrums of an extended nature or substantially disruptive to instruction (student may be escorted from class). • Improper use of the internet/technology. • Threatening anyone in words, looks, notes, or actions, directly or through another means (including off-campus cyber-bullying or cyber sexual-harassment). • Graffiti or mild defacement of school property. • Using curse words/obscene gestures or drawings/hurtful language (i.e., derogatory insults against race, nationality, sexuality, etc.). • Spitting/roughhousing/horseplay and not keeping hands to yourself • Throwing objects that can injure (whether intentional or not) • Destruction of computers (or other technology) due to behavior (along with payment of replacement cost) • Academic Dishonesty (Cheating or plagiarism - major projects, tests, or exams.). Student will also earn a 0% (zero) for the grade. <p>Second and Third Grade Specific</p> <ul style="list-style-type: none"> • Out of assigned area/Skipping Class • Leaving class without permission or leaving the school property without an approved chaperone or the explicit permission of the Principal. • Graffiti or mild defacement of school property • Using curse words/obscene gestures or drawings/hurtful language (i.e., derogatory insults against race, nationality, sexuality). • Failure to follow safety instructions (e.g., talking during a fire drill). • Spitting/roughhousing/horseplay and not keeping hands to yourself. • Taking/stealing the property of another community member. 	<p>All Grades</p> <ul style="list-style-type: none"> • Student Reflection Meeting (SRM) <p>Kindergarten and First Grades</p> <ul style="list-style-type: none"> • End of Day Reflection (EDR) <p>Second and Third Grades</p> <ul style="list-style-type: none"> • In Class Suspension (ICS) which includes Detention (DTN) or Extended Detention with Community Restoration (CRT)
--	--	---

	<ul style="list-style-type: none"> • Threatening anyone in words, looks, notes, or actions, directly or through another means (including off-campus cyber-bullying or cyber sexual-harassment). • Tantrums or significantly disruptive behavior to the learning environment, of an extended nature, (student may be escorted from class). • Failure to communicate with staff about a situation that impacts the safety of the DC Prep community, specifically related to drugs, weapons, alcohol or other unsafe behaviors. • Possession and distribution of any form of pornography or drawings of a explicit or violent nature. • Open defiance or extreme disrespect for adult authority • Destruction or serious defacement of school or private property (including Chromebooks and other electronic devices). • Academic Dishonesty (Cheating or plagiarism - major projects, tests, or exams.). Student will also earn a 0% (zero) for the grade. • Two (2) or more detentions 	
<p>Tier 4</p>	<p>Multiple Tier 4 behaviors within the same class or school day may result in a higher level infraction. Decisions are made based on frequency, intensity and/or severity of behaviors.</p> <p>Early Childhood Specific</p> <ul style="list-style-type: none"> • Repeated incidents of physical contact with the teacher (i.e., hitting, biting, kicking, etc.) • A pattern of extreme or aggressive emotional outburst/tantrums <p><i>The frequency and intensity of behavior is considered when applying these consequences.</i></p> <p>Kindergarten and First Grade Specific</p> <ul style="list-style-type: none"> • Repeatedly disruptive behavior in the classroom environment with support • Using curse words/obscene gestures or drawings/hurtful language (i.e., derogatory insults against race, nationality, sexuality, etc.). • Graffiti or mild defacement of school property. • Throwing objects that can injure (whether intentional or not) • Destruction of computers (or other technology) due to behavior (along with payment of replacement cost). • Walking out of class without permission. • Tantrums of an extended nature or substantially disruptive to instruction (student may be escorted from class). <p>Second and Third Grade Specific</p>	<p>Consequences:</p> <p>All Grades</p> <ul style="list-style-type: none"> • Student Reflection Meeting (SRM) • Community Restoration Assignment/ Time <p style="text-align: center;">And/ Or</p> <p>Kindergarten and First Grades</p> <ul style="list-style-type: none"> • End of Day Reflection (EDR) <p>Second and Third Grades</p> <ul style="list-style-type: none"> • In Class Suspension (ICS) which includes Detention (DTN) or Extended Detention with Community Restoration (CRT)

	<ul style="list-style-type: none"> • Fighting (<i>as participant or instigator</i>), including punching, slapping, scratching and wrestling • Threatening anyone in words, looks, notes, or actions, directly or through another means (including off-campus cyber-bullying or cyber sexual-harassment) • Racism, sexual harassment, bullying, or any other such oppressive behavior that causes, attempts to cause, or threatens to cause bodily injury or emotional distress 	<p><i>The Parent, one teacher and dean and/or Principal meet the same day or next day to discuss the student's behavior, factors contributing to the behavior and to create an action plan for home and school.</i></p> <p>Administrator Assigned only</p>
Tier 5	<p>Level 5 behaviors/behaviors result in a Suspension</p> <p>All Grades</p> <ul style="list-style-type: none"> • A pattern or extreme or aggressive emotional outbursts and/or repeated incidents of physical contact (i.e., hitting, biting, kicking, etc.) that cause or attempt to cause bodily injury or emotional distress to another Preppie or the teacher. • A pattern of behaviors related to racism, sexual harassment, bullying, or any other such oppressive behavior that causes, attempts to cause, or threatens to cause bodily injury or emotional distress • Any communicated threat or action that involves the bodily injury or emotional distress of the school community (i.e., results in use of emergency procedures/school lockdown and/ or involvement of first responders). 	<p>Suspension</p> <p>Administrator Assigned only</p>
Tier 6	<p>Level 6 behaviors may result in an Expulsion Recommendation</p> <ul style="list-style-type: none"> • Breaking any DC or Federal law. 	<p>Expulsion Recommendation</p> <p><i>Discipline Review Hearing will occur anytime an Expulsion Recommendation is issued</i></p> <p>Administrator Assigned only</p>

All consequences are at the discretion of the administration.

Student with Disabilities

Students with disabilities are held to the same behavioral expectations and disciplinary procedures as their non-disabled peers, taking into account the protections provided by IDEA.

Inappropriate Touch

Creating a safe school environment where all students feel safe is of the utmost importance. We teach students to respect themselves and their classmates and that all students have the right to set limits about their bodies. If a child touches another child in a way that makes him/her uncomfortable, we teach our students to say no, ask them to stop, and we expect that the other child will listen. If the behavior continues to happen, we teach our students to get help from an adult. A parent meeting may be scheduled with an administrator to establish a plan of support and address the behavior. There are certain behaviors we deem wholly inappropriate including: kissing on the lips, laying on top of each other, removing undergarments in class, showing each other bathing suit-covered body parts, etc.). Students demonstrating these behaviors will be addressed and redirected by the teacher and Support Coordinator.



DC PREP MIDDLE CAMPUS CODE OF CONDUCT (4TH-8TH GRADES)

Tier	Behaviors	Supports/ Consequence										
Tier 1	<p>Multiple Tier 1 behaviors within the same class or school day may result in a higher level infraction. Off-task behaviors/minor disruptions to the learning environment (i.e., talking in class, out of seat, making noises, calling out, etc.).</p>	<p>Classroom Based Supports</p> <ul style="list-style-type: none"> • Re-Teaching • Re-Direction • Reflection • Planned Teaching • Reminders • Corrective Teaching <p>Consequences</p> <ul style="list-style-type: none"> • Deduction 										
Tier 2	<p>Multiple Tier 2 behaviors within the same class or school day may result in a higher level infraction.</p> <ul style="list-style-type: none"> • Tardy to school (<i>after 2nd tardy, students receive an immediate detention each time they are late; this is reset quarterly</i>). • Uniform violations (i.e., unapproved shoes or missing belt) (<i>after 2nd occurrence, students receive an immediate detention for each subsequent violation; this is reset quarterly</i>) • Not following adult instructions with multiple redirections or multiple off task disruptions • Tardy to class (<i>includes being late because of bathroom breaks, lost notes, etc.</i>). • Hurtful language/teasing/name calling (i.e., stupid, dumb, fat, stinky, ugly, etc.). • Intentionally lost or damaged Prep Note. • Improper use of the internet/technology. • Chewing gum or candy in class. • Use or possession of cell phones/toys/other electronic devices with wireless capability that can be used for playing games, accessing social media, making phone calls, sending texts, etc. in school outside of a student’s locker (e.g., phones, PDAs, iPods, video games, PSPs, CD players, MP3 players, watches that function as phones, etc.). 	<p>Possible Supports</p> <ul style="list-style-type: none"> • Peer Mediation • Family Communication/ Meeting • Student Meeting • Skills Teaching • Re-teaching, Re-Direction, Reflection, Corrective Teaching <p>Consequences: Detention</p> <table border="1" data-bbox="1170 1451 1393 1822"> <tr> <td>Mon</td> <td>4:00-4:30pm</td> </tr> <tr> <td>Tues</td> <td>4:00-4:30pm</td> </tr> <tr> <td>Wed</td> <td>2:00-2:30pm</td> </tr> <tr> <td>Thu</td> <td>4:00-4:30pm</td> </tr> <tr> <td>Fri</td> <td>4:00-4:30pm</td> </tr> </table>	Mon	4:00-4:30pm	Tues	4:00-4:30pm	Wed	2:00-2:30pm	Thu	4:00-4:30pm	Fri	4:00-4:30pm
Mon	4:00-4:30pm											
Tues	4:00-4:30pm											
Wed	2:00-2:30pm											
Thu	4:00-4:30pm											
Fri	4:00-4:30pm											
Tier 3	<p>Multiple Tier 3 behaviors within the same class or school day may result in a higher level infraction. Students who are</p>	<p>Possible Supports</p> <ul style="list-style-type: none"> • Peer Mediation 										

	<p>unsuccessful after multiple (2 or 3 days) of ICS will serve Extended Detention and participate in Community Restoration Time to complete a Community Restoration Assignment.</p> <ul style="list-style-type: none"> • Out of assigned area/Skipping Class • Leaving class without permission or leaving the school property without an approved chaperone or the explicit permission of the Principal. • Graffiti or mild defacement of school property • Using curse words/obscene gestures or drawings/hurtful language (i.e., derogatory insults against race, nationality, sexuality). • Failure to follow safety instructions (e.g., talking during a fire drill). • Spitting/roughhousing/horseplay and not keeping hands to yourself. • Taking/stealing the property of another community member. • Threatening anyone in words, looks, notes, or actions, directly or through another means (including off-campus cyber-bullying or cyber sexual-harassment). • Tantrums or significantly disruptive behavior to the learning environment, of an extended nature, (student may be escorted from class). • Failure to communicate with staff about a situation that impacts the safety of the DC Prep community, specifically related to drugs, weapons, alcohol or other unsafe behaviors. • Possession and distribution of any form of pornography or drawings of a explicit or violent nature. • Open defiance or extreme disrespect for adult authority • Destruction or serious defacement of school or private property (including Chromebooks and other electronic devices). • Two (2) or more behavior detentions • Multiple instances of cell-phone use during the school day (note: may require parent to pick-up cell phone) 	<ul style="list-style-type: none"> • Restorative Work/ Meeting • Family Communication/ Meeting/ Shadow • Behavior Contract • Counselor Support <p>Consequences</p> <p>In Class Suspension (ICS) (ICS includes Detention or Extended Detention)</p> <p><i>Extended Detention</i> Wed. 2:30-3:00pm Friday 4:30-5:00pm</p> <p>Community Restoration Time Wed: 3:00-4:00pm Friday 4:30-5:00pm</p> <p>Behavior Contract</p>
<p>Tier 4</p>	<p>Multiple Tier 4 behaviors within the same class or school day may result in a higher level infraction. Decisions are made based on frequency, intensity and/or severity of behaviors.</p> <ul style="list-style-type: none"> • Any of the behaviors (outlined in this section) that repeatedly occur off school grounds or outside regular school hours that causes, attempts to cause or threatens to cause bodily injury or emotional distress • Fighting (<i>as participant or instigator</i>), including punching, slapping, scratching, wrestling, and other seriously dangerous and potentially injurious behaviors. 	<p>Suspension <i>(Administrator Assigned only)</i></p> <p>Community Restoration Assignment/ Time</p> <p>Student Reflection Meeting (SRM)</p> <p>Behavior Contract</p>

	<ul style="list-style-type: none"> Any pattern of behaviors involving racism, sexual harassment, bullying, or any other such oppressive behavior that causes, attempts to cause, or threatens to cause bodily injury or emotional distress 	<p><i>The Parent, one teacher and dean and/or Principal meet the same day or next day to discuss the student's behavior, factors contributing to the behavior and to create an action plan for home and school.</i></p>
<p>Tier 5</p>	<p>Level 5 behaviors/behaviors result in an Expulsion Recommendation</p> <ul style="list-style-type: none"> Any of the behaviors (outlined in this section) that repeatedly occur off school grounds or outside regular school hours that involve causing, attempting to cause, or threatening to cause bodily injury or emotional distress Any communicated threat or action that involves the bodily injury or emotional distress of the school community (i.e., results in use of emergency procedures/school lockdown and/ or involvement of first responders). Breaking any DC or Federal law. <ul style="list-style-type: none"> Possesses a firearm, knife, razor blade, or any dangerous object with no reasonable use to the student in school, in a manner that causes a disruption to the learning environment or endangers school safety. Committing or attempting to commit arson. Selling, transferring, using, or possessing alcohol or other controlled substances. Possession, sale, or use of a facsimile of a weapon or of a simulated controlled substance with the intention of threatening or deceiving others. Assault of a sexual nature. 	<p>Expulsion Recommendation</p> <p><i>(Discipline Review Hearing will occur anytime an Expulsion Recommendation is issued)</i></p>

All consequences are at the discretion of the administration.

Students with disabilities are held to the same behavioral expectations and disciplinary procedures as their non-disabled peers, taking into account the protections provided by IDEA.

COMMUNITY EXPECTATIONS & ANTI-BULLYING POLICY

A shared sense of responsibility toward our community helps to ensure that the highest level of learning takes place at DC Prep. The following guidelines have been established to minimize distractions while at school, protect students' individual property, and maintain the highest level of safety at all times. Careful attention to these community norms allows us to accomplish our educational mission.

Disrespect/Other Violations

Everyone in the DC Prep community – students, family members, and staff – is expected to act in a civil manner at all times, both on campus and at any time they are participating in a DC Prep activity. This expectation extends to language, gesture, and deed. Rude or disruptive behavior and unsafe or irresponsible activity are directly contradictory to the values of our community. The following behaviors – stealing, cheating, plagiarism, lying, rudeness or direct disobedience, vandalism, and physical abuse of another person – are especially contradictory to DC Prep's values and will result in a disciplinary action in accordance with the guidelines of each campus.

Harassment Policy

DC Prep is committed to having a positive learning and working environment for all students and employees. Any conduct that creates an intimidating, hostile, or offensive work, learning, or social environment is not acceptable. DC Prep will not tolerate harassment on the basis of race, color, gender, disability, religion, national origin, sexual orientation, or age. This includes bullying behavior and sexual harassment of any nature. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, or any other verbal or physical conduct of a sexual nature, which alters the learning and/or working environment for students or teachers. DC Prep's harassment policy rules apply to email correspondence as well. Harassment of any nature may be regarded as a violation of DC Prep's Code of Conduct and will be addressed accordingly.

Bullying Prevention

DC Prep is committed to ensuring that our schools are safe and effective learning environments, free from bullying and other harmful and disruptive behavior. DC Prep is committed to the prevention of bullying and creating an emotionally and physically safe school environment where all members of the community feel welcomed, safe and respected.

"Bullying" ² means any severe, pervasive, or persistent act or conduct, whether physical, electronic or verbal that

- A. May be based on a student's actual or perceived race, color, ethnicity, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, intellectual ability, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, place of residence or business, or any other distinguishing characteristic, or on a student's association with a person, or group with any person, with one or more of the actual or perceived foregoing characteristics; and

² Adopted by DCPS from definition provided in the Youth Bullying Prevention Policy Act 2012

- B. Shall reasonably predicted to:
- a. Place a student in reasonable fear of physical harm to his or her person or property;
 - b. Cause a substantial detrimental effect on the student's physical or mental health;
 - c. Substantially interfere with the student's academic performance or attendance;
 - d. Substantially interfere with the student's ability to participate in or benefit from school activities or services; or
 - e. Materially and substantially disrupts the education process or the orderly operation of a school.

Bullying also occurs when a student or group of students organize a campaign against another student or when a student or group of students maliciously spread rumors about another student. In most circumstances, Bullying does not include a mutual fight between two students who are angry with each other. Such fights are subject to discipline according to the DC Prep Code of Conduct.

Bullying can also include Cyber Bullying – Bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messaging, text messages, and Internet postings. Electronic communication – the use of the Internet and mobile technology such as web pages, discussion groups such as instant messaging, SMS text, Instagram, or Facebook with the intent of intimidating, harassing, or harming another person.

DC Prep aims to prevent bullying through promotion of positive and productive school culture to build safe, healthy and supportive learning environments for all students free from bullying. This approach includes professional development and staff training to cultivate positive school culture and healthy relationships as well as processes to intervene with students and administer consequences when necessary. Incidents of bullying are investigated using our Office Referral process. Supports and responses are determined according to our processes and adherence with our Code of Conduct. This means that we will follow our structured investigative process for any infraction or allegation, document using our investigative processes and tracking forms, and issue consequences based on our Code of Conduct.