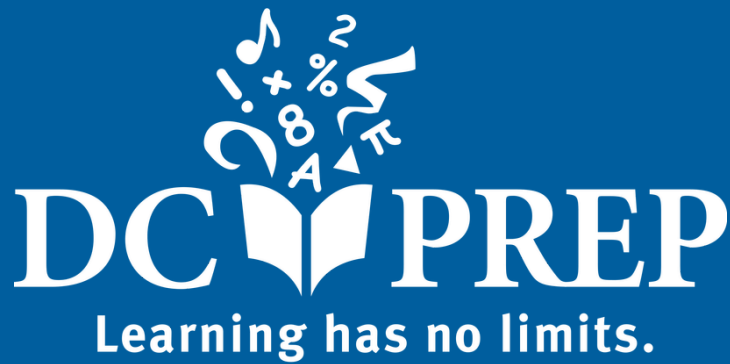




FAMILY HANDBOOK



**2026-27
SCHOOL YEAR**

www.dcprep.org

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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 more than 2,100 students in PK3-8th grade across six campuses in Wards 5, 7, and 8. For over 20 years, we have prepared our students to be successful in high school, college, and beyond. We're proud of our longstanding track record of high performance across our schools – our students deserve our best! – which has been recognized by a number of organizations, including the Office of the State Superintendent of Education (OSSE), the DC Public Charter School Board (PCSB), EmpowerK12, and Stanford University. We believe in the transformative power of education!

DC Prep's first school, Edgewood Middle Campus (EMC), opened in 2003 with 100 students in 4th and 5th grade. Today, EMC serves 4th through 8th grade. Our subsequent five schools opened in 2007 (Edgewood Elementary Campus), 2008 (Benning Elementary Campus), 2013 (Benning Middle Campus), 2015 (Anacostia Elementary Campus), and 2020 (Anacostia Middle Campus).

Behind the scenes is the Home Office, which provides support to our six 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, alumni support, 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, and reflect respect and care for the students and staff who learn and work there. Our classrooms are lively, engaging places where students are challenged and inspired. We take our work very seriously and look forward to partnering with you to ensure your child's success, both now and in the years to come!

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.

OUR VALUES



We See the Good



We Belong Together



We Aim High



We Ask Why



We Are Brave



We Do The Work

We See the Good. We find joy in learning, in problem-solving, in progress, and in one another.

We Belong Together. We are full people. We support one another to bring our individual best towards our shared goals.

We Aim High. We turn our dreams into reality through planning, daily effort, focus, and support from our community.

We Ask Why. We never stop learning, questioning, growing, asking for input and ideas, and wondering what might be.

We Are Brave. We put ourselves out there — to build a new skill, to learn something new, to grow from mistakes, and to stand for what's right — even when it's hard.

We Do the Work. We are deliberate in our efforts to further inclusivity — in our mindsets, systems, and team. We actively strive to be anti-racist. We believe that diverse perspectives are critical to student growth and achievement, and are instrumental in fulfilling our vision and mission.

At DC Prep we have a focus on rigor, excellence and high academic outcomes—elements we deem essential to bridging the educational divide. We aim to achieve our mission by leading learning in joyful, clear and meaningful ways that empower students to be the leaders of their learning and changemakers in their communities. We set students up to thrive in this learning environment by equipping them with both cognitive and social-emotional skills throughout the day, over the year, and across their tenure as a student at DC Prep. We know learning is best experienced in safe and supportive classrooms and school communities and therefore put an emphasis on how each of our educators creates that space for preppies, families and colleagues. We believe being an exemplary teacher at DC Prep means a teacher must excel at building community, connecting with students and families, and teaching academic content.

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 we are committed to intentionally strengthening our individual and collective capacity to teach and lead in a culturally proficient way.

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. DC Prep takes the safety of our 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 does not tolerate bullying in any form, and will not allow teasing or threats 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 under “Public Information”. If you have any additional questions, please reach out to your child's Principal.

KEY ORGANIZATIONAL CONTACTS

ADDRESS

PHONE

ACADEMICS

OPERATIONS

WARD 5

EDGEWOOD ELEMENTARY

707 Edgewood St, NE
DC 20017

T: (202) 635-4411
F: (202) 635-4412

Principal
Emily Jeffries
ejeffries@dcprep.org

Operations Leader
Richard Garcia
rgarcia@dcprep.org

EDGEWOOD MIDDLE

701 Edgewood St, NE
DC 20017

T: (202) 832-5700
F: (202) 832-5701

Principal
Desiree Tucker Okah-Avae
dokahavae@dcprep.org

Operations Leader
Richard Garcia
rgarcia@dcprep.org

WARD 7

BENNING ELEMENTARY

100 41st St, NE
DC 20019

T: (202) 398-2838
F: (202) 398-2839

Principal
Degarrius Cullum
dcullum@dcprep.org

Operations Leader
Devin Ray
dray@dcprep.org

BENNING MIDDLE

100 41st St, NE
DC 20019

T: (202) 396-3780
F: (202) 396-3781

Principal
Kia Coleman
kcoleman@dcprep.org

Operations Leader
Devin Ray
dray@dcprep.org

WARD 8

ANACOSTIA ELEMENTARY

2330
Pomeroy Rd,
SE
DC 20020

T: (202) 729-3500
F: (202) 889-2785

Principal
Phylcia Bridgewater
pbridgewater@dcprep.org

Operations Leader
Monique Moore
mmoore@dcprep.org

ANACOSTIA MIDDLE

2330 Pomeroy Rd, SE
DC 20020

T: (202) 635-4590
F: (202) 635-4591

Principal
Ciara Ray
cray@dcprep.org

Operations Leader
Monique Moore
mmoore@dcprep.org

HOME OFFICE

2330 Pomeroy Rd, SE
DC 20020

T: (202) 635-4590
F: (202) 635-4591

Chief Schools Officer
Maura Englender
menglender@dcprep.org

Chief Operations Officer
Alisha Maye
amaye@dcprep.org

THE DC PREP SCHOOL DAY

SCHEDULE

We are ready to welcome students at 7:30 AM, Monday through Friday! We are grateful for your partnership in helping us be ready to start classes promptly at 8 AM. We have so much we want to do in our classrooms each day!

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30 AM Doors open for arrival		7:30 AM Doors open for arrival	7:30 AM Doors open for arrival	
8:00 AM Classroom instruction begins		8:00 AM Classroom instruction begins	8:00 AM Classroom instruction begins	
3:45 PM Dismissal		2:00 PM Dismissal	3:45 PM Dismissal	

GETTING TO SCHOOL

Safety — of Preppies, families, staff, and greater community members — is DC Prep's #1 priority. We always strive to ensure that our arrival and dismissal procedures are safe, efficient, and in keeping with traffic laws. Please follow the procedures outlined below:

- Always follow the instructions of area road signs, the DC Prep security personnel, DDOT Crossing Guards, and off-duty MPD officers 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.
- Unless you have a hands-free device, it is illegal to talk on a cell phone or text message while driving.
- Children must wear seat belts at all times.
- Staff open the school building at 7:30 AM. ***Preppies should not arrive at school prior to 7:30 AM.***
- In the event of rain or extreme temperatures, students should not arrive prior to 7:30 AM to avoid unsafe weather conditions.

If you have questions or concerns about any of the procedures listed above or have any feedback on arrival or dismissal, please raise them with your child's Operations Site Leader.

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

Specific directions for each school can be found on the following pages.

THE DC PREP SCHOOL DAY

GETTING TO SCHOOL

ANACOSTIA ELEMENTARY (AEC) AND ANACOSTIA MIDDLE (AMC) **2330 Pomeroy Road, SE**

Metrorail: Anacostia Station (Green Line)

Metrobus: C11, C13, C25, C26, C29

- Families should follow the school's arrival procedures, as directed by DC Prep staff. Staff members will be available during arrival to help ensure that students can enter the school building safely. Area traffic signs and instructions from DC Prep security personnel and DDOT Crossing Guards are to be obeyed at all times.
- Families who need to enter the building are encouraged to utilize street parking in the neighborhood.

BENNING ELEMENTARY (BEC) AND BENNING MIDDLE (BMC) **1001 41st Street, NE**

Metrorail: Benning Road (Blue Line); Minnesota Avenue (Orange Line)

Metrobus: C21, C23, C35

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:

- There is no entry for cars from East Capitol to 41st Street between the hours of 7 AM – 9 AM or 2:30 PM – 4:30 PM on school days. If you are driving to campus, please enter from 42nd Street, accessible via Benning Road.
- 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.
- 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.
- Families who need to enter the building 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 note that, for public health reasons, we may not always be able to welcome families into the school building during arrival.

THE DC PREP SCHOOL DAY

GETTING TO SCHOOL

EDGEWOOD ELEMENTARY (EEC) AND EDGEWOOD MIDDLE (EMC) 707 & 701 Edgewood St, NE

Metrorail: Brookland-CUA or Rhode Island Avenue (Red Line)

Metrobus: C61, C63, D32, D34, D36

EEC is located in a cul-de-sac adjacent to three 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.
- For dismissal, families may pick up on foot at a designated door or join the vehicle line; staff verify ID before releasing students. Families who need to enter the building are encouraged to utilize street parking in the neighborhood; for public health reasons, we may not always be able to welcome families inside during arrival.

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 and lunch are free for all students. Studies have shown that students who eat breakfast have more energy, do better in school, and eat healthier throughout the day. Students are not required to eat the breakfast provided by the school, but it will be available for them during the designated breakfast time if they want it.

All school meals are provided by Whitsons Culinary Group (www.whitsons.com). Whitsons meals feature fruits and vegetables, healthy carbohydrates, and lean protein. School menus are posted on a monthly basis on DC Prep’s website.

If your child has a known food allergy or dietary restriction, families should let the school staff know. In some cases, it may be possible to accommodate a child’s dietary needs in DC Prep’s meal orders, but a doctor’s note will be required. Families should work with the school’s Operations team to make arrangements.

CHAMPIONS AFTERCARE

DC Prep has partnered with Champions to provide fee-based, sliding scale aftercare options for DC Prep students in PK3-6th grade. Aftercare programming will be conducted at all elementary campuses and at Anacostia Middle Campus. To enroll or learn more please visit www.discoverchampions.com. Champions can also be reached by phone at 1-800-246-2154.

THE DC PREP SCHOOL DAY

DC PREP CALENDAR AND SCHOOL CLOSINGS

A SY2026-2027 DC Prep All-Organization Family Calendar is included in this Family Handbook (see page 33). Dates are subject to change and tentative dates are confirmed/new events are added throughout the school year. Please check the “Calendar” interactive calendar webpage on the DC Prep website (<https://www.dcprep.org/calendars/>) for any additions or changes and be on the lookout for calls, texts, and 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, text, 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, Family-Student-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), on the DC Prep X feed (formerly Twitter; www.twitter.com/dcprep or follow “@DCPrep”), and on Instagram (@dc_prep). We encourage you to follow DC Prep on social media, if possible, to receive these updates.

School Closings

DC Prep typically follows the DCPS operating status for inclement weather closings or delayed openings. However, we reserve the right to make our own operating decision based on the conditions at DC Prep campuses. After reviewing the decisions of neighboring school districts, other charter schools, and DCPS, we strive to make a decision for our schools and Home Office by 5:00 AM on the day in question. If school is closed due to weather, aftercare and evening activities are generally also canceled. On occasion there may be exceptions to this and events that are not canceled will be communicated through School Messenger.

In the event that DC Prep campuses are closed due to inclement weather or other emergency, DC Prep may be required to add a situational distance learning day to ensure students engage in 180 days of learning during the school year. Families will be notified of these days in advance and students will be given assignments to complete remotely during the situational distance learning days.

ATTENDANCE AND PUNCTUALITY

DC Prep expects that each DC Preppie will attend school, on time, every day. Attending school is the first step to ensure 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.* We hold students accountable for attendance and punctuality, and reinforce the importance of consistent attendance by communicating that school and education are vitally important to their future. Our goals for student attendance and punctuality are:

GRADE	ATTENDANCE	PUNCTUALITY
PK3 - PK4	92% or higher	90% or higher
KINDERGARTEN - 3RD	95% or higher	90% or higher
4TH - 8TH	95% or higher	95% or higher

To achieve a 95% attendance rate, a student can miss no more than nine (9) days of school.

We ask that students not miss school due to appointments. Please schedule medical and other appointments outside of school time (e.g., Wednesday afternoon). On the rare occasion when it is not possible to schedule a medical appointment outside the school day, please try to have your child attend school for as much of the day as possible.

A comprehensive description of DC Prep's Attendance Policy is presented in the Administrative Policies and Procedures section* of this Family Handbook.

ALL ABSENCES, "EXCUSED" OR "UNEXCUSED", ARE CONSIDERED ABSENCES.

WHAT DO I DO WHEN MY CHILD IS ABSENT?

- For your child's protection, please call the school before 8:00 AM to report your child's absence (even if due to illness).
- You must explain the reason for your child's absence in writing within five (5) school days of your child's return to school. Excuse notes submitted after this window will not be accepted, and the absence will be deemed unexcused.
- 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. A common DC Prep saying is, "Remember: If it's 8, you're late!" At DC Prep, every minute counts — we don't want your child to miss valuable learning time. We are ready to welcome students by 7:30 AM each day, and ask that students arrive at school no later than 7:45 AM. § Preppies must be inside of their classroom by 8:00am to be considered present. Preppies may enter the building starting at 7:30am to prepare for a successful day including eating breakfast. Students who arrive two or more hours after 8:00 am will be marked as half-day.

We appreciate the effort you make to get your children to school and will be ready to greet them at the school building when they arrive!

**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.*

ATTENDANCE AND PUNCTUALITY

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 their parent/guardian or someone designated on the student's pick-up list. Students are expected to stay in school all day. If families must pick students up early, please note that early dismissal ends at 3:15 PM on Monday, Tuesday, Thursday, and Friday. Early dismissal ends at 1:15 PM on Wednesday. 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.

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 will assume the family is experiencing an emergency. The Principal or another designated member of the school staff may then contact DC Child and Family Services Agency (CFSA) or the local police. The Principal or designee may release the student to an authorized individual, CFSA, or the police department.

Additional information about late pick-up procedures can be found in the Administrative Policies section of this Handbook.

EDUCATIONAL NEGLECT

Under the law, a child's parent or guardian is responsible for ensuring that s/he attends school. When this does not happen, it is called educational neglect. Educational neglect can include not enrolling a school-age child in an educational institution, allowing habitual absenteeism, or failing 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, we are required to *immediately* report the issue to CFSA.

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 when they are present in their school building. If a child comes to school out of uniform (i.e., wearing a non-logoed shirt), we will work with the student and family to ensure the student can be in uniform that school day and all days moving forward. The specific components of the uniform are presented below.

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

Online: Visit www.rissebrothers.com

THE DC PREP UNIFORM

PK3 - 8TH GRADE

BOTTOMS

Students should wear solid, neutral-colored (navy, black, gray, tan) bottoms (pants, skirts, jumpers) that meet the following requirements:

- Of khaki or jean material (athletic pants like sweats and leggings are not permitted)
- No writing or symbols on the bottoms; no rips or tears; not see-through
- Appropriate sizing (using a belt when warranted and not overly tight or short)

When students are not wearing uniform bottoms that meet the expectation, families will be required to bring the correct item to school. Students who repeatedly wear jeans that do not meet the uniform expectations (e.g. overly loose fitting without a belt, with tears or rips, etc.) will be required to wear khakis for the remainder of the year.

SHIRTS/TOPS

PK3 - K

- Light blue T-shirts, oxfords, or polos with DC Prep logo

GRADES 1 - 6

- Light blue polos or oxfords with DC Prep logo

GRADES 7 & 8

- Navy blue polos or oxfords with DC Prep logo

SWEATERS, SWEATSHIRTS & UNDERSHIRTS

PK3 - 8TH GRADE

Students may wear the following:

- **Sweaters:** Blue or black solid-colored sweater, V-neck sweater, or sweater vest
- **Sweatshirts:** Any DC Prep sweatshirt (purchase through Risse Brothers, DC Prep, or earned as an incentive)
- **Undershirts:** Solid color in blue/black/white/gray (*MIDDLES ONLY*)

Hoodies or jackets worn to school should be removed and stored in cubbies/lockers during the school day.

SHOES & SOCKS

PK3 - 8TH GRADE

Guidance on shoes is based on safety in school. Shoes not permitted have been identified as presenting safety concerns in a school setting.

- Students are not permitted to wear: open-toed, flip-flops, Crocs, or high-heeled shoes.
- Students will go between in class, specials, and recess and need comfortable and safe shoes. Please consider these factors when choosing shoes for your child.

ACCESSORIES

PK3 - 8TH GRADE

- Hats, hoods, caps, bandanas, and other non-religious head coverings are not permitted during the school day.
- Any watches causing a distraction in class will be considered a toy and the student will be asked to remove the item and place it in their bookbags.
- The application and wearing of make-up (lipstick, eye shadow, blush, etc.) by students is not supported by DC Prep when it becomes a distraction to learning. School staff may ask a student to remove excessive make-up.
- Students are permitted to carry a small (letter-sized) bag/purse/fanny-pack for personal needs. All phones must remain in lockers.

HEALTH AND SAFETY

Regular medical and dental checkups are essential for your child's health. Under DC Law, all DC Prep students must have:

- A complete immunization record indicating the child is up-to-date with all required childhood immunizations
- An annual physical exam form on file with DC Prep

Families must submit a Universal Health Certificate and updated shot records, signed by their child's pediatrician, each year. These forms can be found on the DC Health website at <https://dchealth.dc.gov/service/immunization-forms>

PLEASE NOTE: CONTAGIOUS DISEASES MUST BE REPORTED TO THE SCHOOL NURSE OR PRINCIPAL AS SOON AS THEY ARE DIAGNOSED.

The DC Department of Health staffs school health suites at district and public charter schools in the city. Additionally, DC Prep campus operations team members have been trained in medication administration. In case of a medical emergency, Epi-Pens and doses of Narcan are kept in a secure location by our front office team. Only staff members who have completed the medication administration training may have access to and administer these resources.

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 others in the school community).

REQUIRED CHILDHOOD IMMUNIZATIONS

In accordance with DC law and regulations (*see the Code of District of Columbia, Chapter 5: Immunization of School Students*), families will be notified if your student does not have up-to-date immunizations on record.

All students must have an up-to-date immunization certification on file with the school within the first 20 school days. Students in the following 'exclusion' grades will not be allowed to attend school or school activities until the immunization certification is secured by the school: PK3, kindergarten, 7th grade. Families can learn more by visiting <https://osse.dc.gov/immunization>

VISITOR GUIDELINES

To better ensure the safety and security of our students, staff and families, DC Prep has implemented an ID check policy for all visitors to the school. Every person seeking entry to the building must enter through the main front doors, present a photo ID to our security guard(s), and sign-in our visitor log book. If you do not have a photo ID, please notify your school Operations Site Leader or Office Manager to discuss possible solutions. Every visitor will be issued and must wear a visitor badge or visitor lanyard while on campus.

- Elementary school families may accompany their child to their classrooms during arrival. Middle school families may accompany their child to the building's entrance during arrival.

For all events after school hours (e.g. sporting events, student performances, after-care pickup), an adult must either accompany their DC Prep student into the building, or show proper identification to security, to be granted access into the building.

HEALTH AND SAFETY

FOOD ALLERGIES

Teachers and cafeteria staff maintain a list of students with serious food allergies. *The school nurse and one or more members of DC Prep's school operations team 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 front desk at each campus. To assist the school's efforts, *we ask that ALL parents refrain from bringing in personal snacks containing peanuts, tree nuts, or products containing nut oils.* If a child has these personal snacks, they may be asked to sit separately from their class during meal/snack times.

FOOD SHARING AND FOOD DELIVERY POLICY

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 students to share food. If food is served/provided by the school, we will serve food with ingredients listed, pre-packaged that is nut-free and check against our students whose families have communicated they have an allergy. We ask students not to share food with their friends they bring from home to keep all students safe from allergic reactions.

Receiving outside food deliveries and then contacting students about them is very distracting to student learning, time-consuming for our staff, and creates visitor management safety concerns. To maximize student learning and ensure safety in our buildings, non-family members may **NOT** make deliveries for students, including DoorDash, Uber Eats, and other delivery services. Delivery drivers will be turned away. Food deliveries should be made by parents or other family members only during lunch hours.

BIRTHDAY CELEBRATIONS AND HOLIDAYS

In an effort to maximize learning time and to ensure equity across students, we do not allow families to host individual celebrations for children's birthdays at school. Families may send a small, non-edible treat (like a pencil or sticker) for the class to enjoy but we do not do individual birthday celebrations. We also do not accept edible treats for holidays such as Halloween, Valentine's Day, etc. Teachers may develop a celebration routine (like celebrating birthdays of their class at the end of the month) and teachers may provide allergen-free snacks or non-edible treats as incentives for their class. Please respect this policy so that we can ensure equity for students and maximum instructional time for students.

PARENT AND FAMILY INVOLVEMENT

DC Prep values families as essential partners and is committed to building a strong home-school partnership. We also know that family involvement is directly correlated to academic performance and strong social-emotional growth. As such, we work to create the opportunities in our schools and with our staff to welcome families to engage. We ask families to partner with us in the following ways:

- Share any reflections and questions about the school community to strengthen our collective work.
- Ensure homework is completed, and Prep Notes are reviewed consistently.
- Attend (either virtually or in-person if offered) Family-Teacher Conferences and academic events at school (e.g., Back to School Night).
- Share information about anything that may affect your child's school performance.
- Participate in community-wide events, celebrations, and performances.

In turn, teachers and faculty commit to partnering with families in the following ways:

- Providing ongoing information about your child, including:
 - Student progress toward academic and social emotional growth
 - Parent Portal Access in PowerSchool
 - Weekly Reports through DeansList
 - Quarterly Academic Failure Notices for middle school students
 - Quarterly report cards
 - Daily Prep Notes

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.

BOARD OF DIRECTORS MEETINGS

As a network of public charter schools, DC Prep embraces our responsibility to the community of students, family and staff we serve. Board meetings are open to the community, though personnel discussions, competitive contract negotiations, confidential student information and sensitive matters will always be handled in closed session. Meeting times and dates are published on DC Prep's website, along with meeting minutes. If you are interested in attending, please contact board.feedback@dcprep.org at least 3 business days in advance so that we can ensure adequate space and materials for all attendees.

PARENT ACTION TEAMS (PATs)

At all DC Prep campuses, a Parent Action Team (PAT) exists to promote school-wide family involvement. All families are encouraged and invited to be a member of our PAT. 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 will be shared by each campus leadership team.

VOLUNTEERING

DC Prep's volunteer policy is subject to change based on public health conditions and the needs of each school campus. Please check with your child's campus front desk staff or the Community Assistant Principal (CAP) to inquire if you are interested in volunteering your time with 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.

PARENT AND FAMILY INVOLVEMENT

CLASSROOM OBSERVATIONS

Visits to classrooms by anyone who is not a DC Prep staff member must be scheduled in advance and approved by the school principal. Please speak with your child's Principal if you have questions about classroom observations.

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. If a parent would find a virtual meeting to be more convenient, we would be happy to set up a virtual meeting in lieu of an in-person meeting.

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 front office staff 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 front office staff at each campus as well.

MEDIA POLICY

As part of the enrollment process, parents are required to sign a Photo Release Form which grants or refuses permission for their child to be photographed or videotaped by DC Prep. Photographs, videos, or other images of students may appear in DC Prep's publications and social media. 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 (Kindergarten-8th grade), the DC 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 an outstanding faculty and have designed an academic program to ensure our graduates will be prepared for the rigors of college-prep high schools. The following program elements provide additional support to DC Prep students.

HOMework

Homework is designed to reinforce skills taught in the classroom, help students develop a deeper understanding of concepts, and promote good study habits. *Homework may be used for students to finish and complete tasks and assignments from class. A critical piece of daily homework is Independent Reading for all students.* 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. To help students build skill with grade level work, we highly encourage that homework is done independently with minimal support from parents, especially in grades 2 through 8. Specific support and questions about homework submission should be directed towards each child's content-area teachers.

OUR RESPONSE TO INTERVENTION (RTI) MODEL IN ACADEMICS

DC Prep's Academic Program is designed to support all students and uses the Response to Intervention (RTI) model. In the RTI model, a program is designed using three Tiers such that each tier provides an additional layer of intervention and support for students driven by data. Our Tiers are aimed at preventing reading and math difficulties and supporting students to grow as readers, writers and mathematicians.

Our Tier One program, curriculum and classroom instruction are our core programming and aimed at supporting all students in accessing the Early Childhood (PK3 and PK4) or Common Core State Standards (Kindergarten-8th grade). Our Tier One includes benchmark assessments, summative and formative assessments, high quality instruction using a common curriculum and intervention daily through differentiation, scaffolding, flexible grouping, pre- and re-teaching, feedback and instructional supports.

Our Tier Two is supplemental and strategic instruction in addition to the core time allotted to all students in reading and math. It includes programs, strategies and approaches designed and employed to supplement, enhance and support our Tier One. Our Tier Two typically happens in Small Groups and instruction is systematic and explicit with opportunities for students to practice, engage and receive feedback in order to grow. The groups are progress monitored so that we are able to assess student progress.

Our Tier Three programming is intensive, strategic and supplemental instruction specifically designed and customized for homogenous small groups in reading or math extended beyond the time allocated for Tier One and Tier Two. Tier Three instruction is typically longer in duration than Tier Two small groups and typically uses evidence-based programs and strategic assessment to understand student growth and progress.

ACADEMICS

STUDENT SUPPORT

DC Prep provides a program of intensive support for students who enter school significantly below grade level or who have specialized 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 require specialized interventions or further evaluation to determine if a disability is present, please contact your school's Special Education Coordinator (SEC).

- **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. 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. Operations Site Leads 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. *See page 31 for more details.*

CLASSROOM TRANSFER REQUESTS

At DC Prep, we create classroom assignments based on the academic and social-emotional needs of our students. We reserve the right to make changes in classroom assignments, in limited instances, based on the demonstrated academic or social-emotional needs of students or to ensure comparable classroom sizes within a grade. Because we are unable to grant transfer requests for all students, classroom transfers should take place infrequently and are driven by the professional judgment of our principals, in consultation with the Managing Director of Schools.

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 is committed to meeting the psychological, social, and emotional needs of students and provides support through three primary interventions: individual counseling services, group counseling services, and consultation. DC Prep uses both clinicians on staff as well as external partners such as the Department of Behavioral Health and other external agencies to ensure proper clinical care based on student need. Families and teachers may request Counseling Services through the school using a referral process on request from the Community Assistant Principal, Special Education Coordinator, or Licensed Clinician at each campus.

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. During 8th grade, students visit prospective schools (as allowable/possible), take test prep classes, write admissions essays and participate in mock interviews as preparation for admissions interviews. To date, 100% of DC Prep graduates have been offered admission to a college-prep high school and about half of every class has been accepted by selective independent day and boarding schools, as well as public magnet schools.

ACADEMICS

PREPNEXT: ALUMNI SUPPORT

In order to deliver on DC Prep’s mission, the PrepNext team provides holistic support to DC Prep graduates as they pursue success in and through high school and higher education.

PrepNext is a year-round resource that is available to every DC Prep graduate. The PrepNext staff starts their collaborative work during students’ 8th-grade year, teaching a high school transition program through large and small groups during select Advisory, lunch, and recess periods. We then focus on the critical transition from 8th to 9th grade and on ensuring that our alumni have the necessary support and maintain the focus and strong academic habits developed at DC Prep as they move through the larger world of high school.

The PrepNext high school team supports our alumni every step of the way: monitoring grades and consulting on course selections, visiting students at their high schools, supporting goal-setting, connecting students to enrichment and support services in the city, engaging with families, and providing advising, support, and advocacy during the college admissions process. The PrepNext team also hosts workshops and activities for students and families to both nurture the sense of community among our alumni and provide helpful information, including financial aid sessions, community service opportunities, and college visits.

Our support continues once students graduate high school. College students can receive regular check-ins throughout the year to guide and support their academic progress, their financial realities, the social fit, wellness, and progress toward career. Our team is there to help them navigate the many hurdles that arise on the way to their college degree and career pathway.

8th grade families: we will be in touch this year to share our PrepNext Participation Agreement so that you can engage with our program. The PrepNext team looks forward to working with students and families as they continue their journey beyond the walls of DC Prep!

THE ELEMENTARY SCHOOL PROGRAM (AEC, BEC, EEC)

Our elementary schools are divided into the Early Childhood Program (Preschool PK3 and Prekindergarten PK4) and the Elementary Program (Kindergarten-3rd grade). Both programs focus on building core skills and strategies for language development, reading comprehension, writing composition, number sense, mathematical concepts and operations as well as providing content in Science, Art, Music, Physical Education and Health. Our Early Childhood team uses a rigorous and inclusive curriculum derived from the DC Early Learning Standards and scaffolding backwards from the Kindergarten and 1st Grade Common Core Standards. Our Kindergarten through third grade teachers use a rigorous and inclusive curriculum derived from the Common Core State Standards. Our Physical Education/Health, Music and Art are offered to all students in our elementary schools, and Science to all students beginning in Kindergarten. As a part of our Health program, we teach a Healthy Relationships curriculum called “Care for Kids” which is a 6-8 lesson unit that gives students vocabulary and knowledge regarding their emotions, bodies, and how to ask for help. The goal of the program is to inform families and students about safe touches and a tool to help prevent child sexual abuse. In K-3, we use a phenomena-based and ed-reports rated curriculum, Amplify Science.

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 either end of trajectory or end-of-unit assessments in their core classes at the culmination of a unit to determine mastery of skills taught. The following assessments are used at DC Prep (*see next page*):

ACADEMICS

ELEMENTARY SCHOOL ASSESSMENTS (CONT'D FROM PREVIOUS PAGE)

Early Childhood (Preschool PK3 and Prekindergarten PK4)

The PELI (reading), TEMA (math) and PPVT (vocabulary) assessments are administered to Preschool (PK3) and Prekindergarten (PK4) students. Common Assessments, that are administered to students individually, are given at least biweekly. These assessments measure student growth in literacy, math, writing, and social skills development.

Elementary Program (K-3rd)

ELA: All students are assessed using an individual assessment of their word-solving and language skill using DIBELS. This is to ensure students are mastering the foundational reading skills necessary in learning to read. DIBELS provides teachers with targeted data and information to support students learning to read and decode words. In 2nd and 3rd grade, we begin using ANET to measure mastery of grade level standards and students' ability to comprehend and write about grade-level texts.

We also use the NWEA Assessment to measure student growth in Reading and Math from spring to spring for students in Kindergarten- 2nd grade. Our assessments are used to identify intervention and small group support needs to ensure all students are receiving the programming they need to grow as readers and to monitor progress throughout the school year.

Mathematics: Math interim assessments are administered to all students in Kindergarten-3rd grade to identify academic learning needs to develop and implement math intervention and small 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, either in Math Meeting (K/1) or using an academic technology program called Reflex (2/3). The math curriculum and programming are built around constructivist style learning and reinforces the three aspects of rigor - conceptual understanding, procedural skills and fluency, and application. Each math trajectory or unit ends with a culminating assessment. Daily assessments are built into the math block and teachers can determine what students have mastered and where additional instruction is needed. In grades 2 and 3, after each learning trajectory, there is an End of Trajectory Exit Ticket (EOT ET) which is similar to a math quiz, and is used to assess understanding on the content that was just taught.

DC CAPE Next: In the spring of the academic year, all 3rd grade students take the DC CAPE Next (District of Columbia Comprehensive Assessments of Progress in Education), an assessment used to measure student achievement in Reading and Math in all schools in DC. The 2025 elementary testing window takes place in the spring and will be decided by OSSE and communicated to families.

THE MIDDLE SCHOOL PROGRAM (AMC, BMC, EMC)

The curriculum in our middle schools is based on the Common Core State Standards for ELA and Math, the DC 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 participate in a math block daily, as well as math small groups targeted towards student specific needs. In both the Junior Academy (4th-6th grades) and Senior Academy (7th and 8th grades), students have a daily English Language Arts (ELA) block. All students also have literacy and math flexible groups weekly targeted towards students receiving additional support as readers and writers. DC Prep also offers Science, Social Studies, Physical Education and Health, African Drumming and Visual Arts. As a part of our Health program, we teach a Healthy Relationships curriculum called "We Care" in grades 4-6 and "Safe-T" in grades 7-8 which is a 6-10 lesson unit that gives students vocabulary and knowledge regarding how to build and maintain safe and healthy relationships. These lessons will occur in your student's Health and PE class.

MIDDLE 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. Following is the assessment schedule for middle campuses:

- ANET Interim assessments are administered four (4) times each year to measure progress toward mastery of grade level content in Literacy and Math.
 - Students in 4th and 6th grades are also assessed using DIBELS, which provides teachers with targeted information and data about their reading and word-solving skills to ensure all students who are behind in learning how to read can be provided with the interventions necessary to catch on critical foundational reading skills.
 - In the spring of the academic year, all students take the DC Comprehensive Assessments of Progress in Education (DC CAPE Next), a tool used to measure student achievement in Reading and Math in all schools in DC.
- Students take end-of-unit assessments in all their core classes at the culmination of a unit to determine mastery of skills taught.

ACADEMICS

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 **Core Prep Competencies & 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 four Community Commitments are the rules and expectations that contribute to schools being safe and productive. They are explicitly taught and reinforced throughout the year. They are:

- *Be Safe:* I commit to caring for myself – physically, emotionally and mentally – so that I can bring the best to all I do.
- *Be Prepared:* I commit to showing up, ready to do my best work for myself and the people in my community – students, families, colleagues.
- *Be Engaged:* I commit to be a learner, eager to push my thinking in both what I do and how I do it. I commit to take responsibility to solve challenges and am willing to tackle hard problems.
- *Be United:* I commit to learn and problem-solve through a lens of community, considering how my actions impact others on our collective team.

The five Core Prep Competencies, adopted from the Collaborative for Academic, Social and Emotional Learning (CASEL), are the connective tissue from preschool through 8th grade for our Preppies. Though content and expectations will change as students grow, the Core Prep Competencies remain consistent but scaffolded in their rigor over the years. We approach the teaching and support of Core Prep Competency development through planned teaching, effective praise, redirection, feedback, and reflection.

The Core Prep Competencies are:

1. **Self-Awareness:** The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."
2. **Self-Management:** The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.
3. **Social Awareness:** The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.
4. **Relationship Skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.
5. **Responsible Decision-Making:** The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

Each Preppie's individual progress is monitored through the Prep Note, which is a consistent communication tool for parents that outlines the Core Prep Competencies and provides a snapshot of the child's day.

Extracurricular programming is available at all DC Prep campuses. Elementary campuses offer after-school clubs, while middle campuses offer both clubs and sports. Offerings vary and rotate by semester, and students must meet behavioral and attendance eligibility requirements to participate. Families are encouraged to reach out to the Operations Team at their child's campus for more information.

STUDENT PROGRESS

GRADING AND REPORTS

The grades that students receive serve many important purposes, including placement of students in appropriate programs and in-class/ flexible 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 PK3 and Prekindergarten PK4)

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 at the middle campuses only. 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, assessment data, attendance, and classwork/ 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 the same standards as non-disabled students, although exceptions may be made on a case-by-case basis. 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 in consultation with the Multidisciplinary Team (MDT).

DC Prep does not practice whole-grade acceleration (“skipping grades”) or early promotion. Curriculum is differentiated within each grade level to meet individual student needs, and families whose children may benefit from more advanced work are encouraged to speak with their child’s teacher or school administration.

A STUDENT MAY BE RETAINED IF HE OR SHE MISSES MORE THAN SEVENTEEN (17) DAYS (EXCUSED AND UNEXCUSED) IN A SCHOOL YEAR OR HAS SIGNIFICANT BEHAVIOR PROBLEMS THAT RESULT IN LOST INSTRUCTIONAL TIME.

STUDENT PROGRESS

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 (PK3) and prekindergarten (PK4), 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 and/or have poor attendance 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

Students in kindergarten through 8th grade 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 of their core subject area classes may be promoted upon successful completion of additional summer programming. Parents of elementary students who fail their ELA class and/or are one or more years behind in reading as measured by DIBELS may have a meeting with the campus administrative team to determine promotion. Students who fail two (2) or more of their core subject area classes may be required to complete summer school programming and may have a conference with the administrative team to determine promotion. Students who fail three or more (3+) of their core subject area classes, or have poor attendance, may be retained.

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;
- Attendance and work completion; and
- Performance on standardized assessments such as the DC CAPE Next, DIBELS and ANET.

STUDENTS IN DANGER OF FAILING

Through the use of ongoing assessments and student support team meetings we work to 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, after school, or during instructional blocks/flexible groups, including targeted pull-out for reading or math support;
- Helping parents develop at-home assistance for the child;
- Providing ample opportunities for and support to complete/make up missed assignments, which can be submitted up through the end of the quarter for students in grades K-5, within two weeks of the due date for students in grade 6, and within one day of the due date for students in grades 7-8;
- Developing extra-credit assignments for the student; and/or
- Sending home extra homework for student to complete (parent assistance is welcome).

Additionally, teachers review grades regularly to determine which students may be required to receive additional academic intervention. Parents receive regular reports from the school containing important data about their child's performance. In our middle schools, parents receive Academic Failure Notices mid-quarter to notify families 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 recommended for retention, the IEP team will meet before the start of the next 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:

PREP NOTE

Students self-monitor during the school day using the Prep Note to record the number of additions earned. Prep Notes come home daily, and parents are expected to review and sign them each night. Each Prep Note includes a space for parent-teacher notes. Students are expected to return their signed Prep Note to their teacher the following day during Prep Check.

AGENDA BOOK

Students in 6th, 7th, and 8th grades typically maintain an Agenda Book to keep track of assignments, due dates, homework, and other important information. Maintaining an Agenda Book helps students build executive-functioning skills and prepares them for the organizational demands of high school.

PARENT PORTAL AND DEANSLIST ACCESS

Families will have access to two online platforms to monitor their child's progress:

1. Parent Portal – Families may access the online Parent Portal to review their child's grades regularly. Families will be issued a passcode at the start of the year.
2. DeansList – Families receive instructions on how to sign up for a DeansList account at the beginning of the school year. Once they have access to the DeansList Portal, families will receive a weekly report emailed to them that includes their child's attendance, punctuality, homework, uniform, assessment, dollars, and discipline data.

ACADEMIC FAILURE NOTICES (MIDDLE CAMPUSES ONLY)

DC Prep issues Academic Failure Notices 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. Promotion in Doubt will be indicated on report cards during Q2 and Q3 for students meeting one or more criteria of retention.

FAMILY-TEACHER CONFERENCES (FCS)

Individual family-teacher conferences are scheduled two times over the course of the year to discuss report card grades and review each student's gains in academics and social skill-building. During FTCs, teachers discuss students' academic and social emotional progress with their families. 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. We encourage and expect 100% parent/guardian participation for conferences.

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.

WEAPONS

Any student found in possession of a weapon of any kind will be subject to a Discipline Review Hearing with a possibility of expulsion or suspension from DC Prep. Weapons include but are not limited to the following items: knives, box cutters, blades of any kind, lighters, firearms, BB guns, stun guns, tasers, dangerous tools, etc. The possession of toy weapons (e.g., water pistols, water balloons) is strictly prohibited on campus. Additionally, students are required to tell a DC Prep staff member if they are aware of weapons on campus.

DRUGS, ALCOHOL, AND TOBACCO

DC Prep is a safe and drug-free campus. Drugs, vapes, drug paraphernalia, or items promoting drug use are strictly prohibited. Students found with drugs/edibles or alcohol will be subject to a Disciplinary Review Hearing with a possibility of expulsion or suspension from DC Prep. Additionally, students are required to tell a DC Prep staff member if they are aware of alcohol, drugs/edibles, 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

Given that we integrate technology into our classrooms, we must be mindful of the safe usage of these materials. Students will be responsible for maintaining the upkeep of school technology such as computers, computer carts, projectors, document cameras, TVs, speakers, copiers, printers, telephones, WiFi access points, networking equipment, etc. 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 that 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 front office staff at each campus. DC Prep is not responsible for cell phones brought to campus. Students who repeatedly do not meet cell phone expectations will need to leave their cell phone at home or turn into a staff member for safekeeping daily.

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 discipline any student whose behavior on or off campus or online 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.

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 of the Family Handbook.

FINANCIAL RESPONSIBILITIES

Families are responsible for costs incurred at DC Prep including, aftercare, lost textbooks, library fines, and any damage that their child may have caused to school property. 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/or English Language Arts teachers. Lost or damaged books must be replaced or the students must pay a \$5 lost/damaged book fee.

Additionally, 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. These books should be used for independent reading homework and it is the student's responsibility to ensure the book(s) is in good quality when exchanged.

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 team. Checks are typically processed within 30-50 business days.

LOST & FOUND

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

COMPLAINT RESOLUTION PROCEDURES

In the event that a family member needs to raise a concern, we have designed a complaint resolution process (*outlined below*). This process is meant to ensure that the people who can most directly resolve the concern are engaged first and can try to resolve the issue before involving people who will necessarily have less context on the situation that gave rise to the concern. This is meant to speed the resolution process! For this reason, we work hard to follow the process. If these steps are not followed, a family member may be asked to go back to any step in the process that was skipped.

STEP I: CHECK THE FAMILY HANDBOOK

As a first step, we encourage you to see if your concern or issue is addressed in the Family Handbook.

STEP II: COMMUNICATE WITH CAMPUS-BASED STAFF

If your concern is not addressed in the Handbook, please 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 your Director of Schools. For elementaries, contact Claire Shin (cshin@dcprep.org), for middles, contact Emma Bivona (ebivona@dcprep.org). If the issue is still not resolved, you should contact Maura Englender, Chief Schools Officer, via email at menglender@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 most issues can be resolved before this step.

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 (Dr. Patrick Clowney) 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. 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:

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:

Fabeanne Collins, Director of Special Populations
2330 Pomeroy Rd, SE
Washington, DC 20020
fcollins@dcprep.org / 202-635-4590

Emily Romero Director of Talent Management
2330 Pomeroy Rd, SE
Washington, DC 20020
eromero@dcprep.org / 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:

Fabeanne Collins, Director of Special Populations
2330 Pomeroy Rd, SE
Washington, DC 20020
fcollins@dcprep.org / 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:

Fabeanne Collins, Director of Special Populations
2330 Pomeroy Rd, SE
Washington, DC 20020
fcollins@dcprep.org / 202-635-4590

Emily Romero, Director of Talent Management
2330 Pomeroy Rd, SE
Washington, DC 20020
eromero@dcprep.org / 202-635-4590

NOTICE OF GRIEVANCE PROCEDURES FOR COMPLAINTS OF SEXUAL HARASSMENT

Any person who wishes to make a formal complaint of sexual harassment, sexual assault, and/or dating violence may do so pursuant to DC Prep's grievance procedures for complaints of sexual harassment. A copy of those grievance procedures can be obtained by request through:

For complaints regarding a student:
Tara Iqbal, Director of Social Emotional Learning
2330 Pomeroy Rd, SE
Washington, DC 20020
tiqbal@dcprep.org / 202-635-4590

For complaints regarding a staff member:
Emily Romero, Director of Talent Management
2330 Pomeroy Rd, SE
Washington, DC 20020
eromero@dcprep.org / 202-635-4590

ADDITIONAL INFORMATION

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 DC 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 (MPD) 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 underperforming 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 <https://osse.dc.gov/publication/policy-complaint-procedures-elementary-secondary-education-act-programs-and-competitive>.

OBSERVATIONS BY PARENTS, GUARDIANS AND EDUCATIONAL ADVOCATES

In accordance with DC law, DC Prep permits parents, guardians or a designee with professional expertise in the area of special education (not including lawyers representing parents or anyone with a financial interest in litigation) to observe the child's current or special education program. No conditions or restrictions on the observation may be imposed except those necessary to:

- Ensure the safety of the children in the program
- Protect other children from disclosure of personally identifiable information
- Avoid any potential disruption arising from multiple observations occurring in a classroom simultaneously

To protect the confidentiality of all students, no recordings of any kind can be made, no telephone or electronic device can be utilized during the observation, and the observer cannot interact with teachers or students, including the student being observed. An observer who violates these policies may be asked to leave.

Observations must be scheduled in advance and an observation request form must be completed. To schedule an observation date or with any questions about this policy, please email the campus Special Education Coordinator.

ADDITIONAL INFORMATION

DC PREP BARRING NOTICES PROCEDURES

At DC Prep, we serve students best when we form strong and trusting partnerships with their families. This requires that we build and maintain a culture of respect in our spaces— respect for children, for family members and for DC Prep staff. As in any community, there may be moments of disagreement or frustration. However, every adult in our community— whether staff or family— is responsible for managing frustration or disagreement in a professional, respectful, and productive manner. While we never want to limit an adult’s access to our buildings— and we will work to resolve conflicts verbally before choosing to ban someone from our schools!— we reserve the right to prohibit access to any DC Prep school in the event that an adult places the physical or emotional safety of students, staff, or families at risk.

When it is necessary to limit a family member’s access to their child’s school building, our goal is to restore access as soon as practical. We want family members to be part of their child’s education! However, we are responsible for the physical and emotional safety of the entire school community. And so in situations where a family member has engaged in ways that indicate they pose a meaningful threat to the physical and/or emotional safety of the school community, we will limit their access. However, we will work to restore that family member’s access by outlining the conditions that should be met to demonstrate that greater access is warranted. The following behaviors will be addressed and not tolerated:

- Making verbal or physical threats toward students, families, staff members, or other members of the DC Prep community.
- Harassing, intimidating, or targeting students, families, or staff, including behavior based on race, religion, disability, sex, gender identity, sexual orientation, or any other protected characteristic. This also includes repeated unwanted calls, texts, emails, or other communications.
- Engaging in any form of physical violence, assault, or aggressive physical behavior toward students, families, staff, or other community members.
- Bringing illegal substances, weapons, or other prohibited items onto school property.
- Engaging in behavior that leads law enforcement to advise DC Prep to restrict or prohibit an individual’s access to school property.
- Bringing individuals onto campus for the purpose of intimidating, threatening, harassing, or creating an unsafe environment for students, families, staff, or other members of the DC Prep community.
- Encouraging, organizing, or inciting others to engage in any of the behaviors listed above.
- Engaging in any other behavior, language, communication, or actions that violate DC Prep’s community norms, values, or expectations for respectful conduct, or that DC Prep determines could jeopardize the safety, well-being, or sense of security of students, families, staff, or the broader school community.

SECURITY CAMERA AND VIDEO FOOTAGE

Video and audio recordings captured by DC Prep’s school security camera and surveillance systems (“Security Footage”) will not be available for review by any parent/guardian or third party unless required by the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g.

ADDITIONAL INFORMATION

EDUCATION OF HOMELESS CHILDREN AND YOUTH PROGRAM

Educational Rights Public Notice

The mission of the Education of Homeless Children and Youth Program is to ensure free, appropriate, public educational opportunities for homeless children and youths; to provide technical assistance to schools, shelters and the community; and to heighten awareness of homeless issues. Homeless children and youth should have equal access to the same educational opportunities and services as non-homeless children and youth. In addition, homeless children and youth should have the opportunity to meet the same challenging academic achievement standards to which all students are held pursuant to Title X of No Child Left Behind; McKinney-Vento Homeless Assistance Act federal law.

What is the definition of homeless children and youths?

- Children and youth who lack a fixed, regular, and adequate nighttime residence; and includes children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations; are living in emergency or transitional shelter (including DC transitional housing); are abandoned in hospitals; or are awaiting foster care placement.
- Children and youth who have a primary nighttime residence that is a private or public place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.
- Children and youth who are living in cars, parks, public spaces, abandoned building, substandard housing, bus or train stations, or similar settings.
- Migratory children who qualify as homeless because they are living in circumstances described above.
- Unaccompanied youth, including youth who are not in the physical custody

Who should be contacted if a dispute arises regarding enrolling a homeless child or youth in school or if other assistance is needed?

Contact DC Prep's Homeless Liaison, Annie Suliga, via email at asuliga@dcprep.org. Disputes that cannot be resolved at the local level should be referred to OSSE immediately by email to HEP.OSSE@dc.gov, by fax to (202) 299-2136, or by phone at (202) 654-6123. The parent, guardian, or unaccompanied youth may complete and submit the Dispute Resolution Appeal Form. The information may also be shared verbally with DC Prep's Homeless Liaison, who will document all verbal claims. The appeal form, or information, must be submitted by the parent, guardian, or unaccompanied youth within 15 calendar days after receipt of notification of denial of enrollment or services from DC Prep. DC Prep will have a maximum of 15 calendar days to review its initial decision upon receipt of a notice of appeal and make a final decision as to the position taken. If a dispute cannot be resolved at the local level, OSSE will make a determination of the appeal and will notify DC Prep and the parent, guardian, or unaccompanied youth in writing of the decision within 15 calendar days. Until OSSE makes a final decision regarding the appeal, the student will be allowed to attend the school of choice, and the school will provide transportation assistance and other McKinney-Vento eligible services upon request. Not all disagreements around eligibility, enrollment, or school selection are eligible for the dispute resolution process. Please visit OSSE's website for more information on when a request for dispute resolution can and cannot be granted to a parent, guardian or unaccompanied youth in the District of Columbia.

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. The re-enrollment process at DC Prep occurs during the month of April (typically April 1 – May 1). 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 of this Family Handbook.

DC PREP SY 2026-2027 CALENDAR



SY2026-27 Calendar

Last updated June 2026

August 2026				
M	Tu	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
Aug 20: Family Orientation (all campuses)				

September 2026				
M	Tu	W	Th	F
31	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		
Sep 8: Back-to-School Night (Middle Campuses) Sep 10: Back-to-School Night (Elementary Campuses)				

October 2026				
M	Tu	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30
Oct 13: Fall Family Teacher Conferences (no students)				

November 2026				
M	Tu	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				
Nov 8: 7th Grade High School Kickoff Nov 20: 8th Grade Mock Interview Day (BMC, EMC)				

December 2026				
M	Tu	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	
Dec 4: 8th Grade Mock Interview Day (AMC)				

January 2027				
M	Tu	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

February 2027				
M	Tu	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

March 2027				
M	Tu	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		
Mar 5: Spring Family Teacher Conferences (no students)				

April 2027				
M	Tu	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

May 2027				
M	Tu	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

June 2027				
M	Tu	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		
Jun 9 & 10: AMC, BMC, and EMC Graduations				

Key	
	Full School Day for Students (8:00 AM - 3:45 PM, 2:00 PM on Wed) Arrival begins at 7:30 AM
	First and Last Days of School
	Beginning of New Quarter
	School Closed (Holiday & Breaks)
	School Closed for Students (Staff Professional Development, Family Teacher Conferences)
	Special Event (details noted at bottom of month view)

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SECTION 1: THE DC PREP UNIFORM

The DC Prep uniform is a visual representation of our school's culture and unites our students as learners and as a community. As such, we ask that students wear the DC Prep uniform each day they are present in their school building.

If a child comes to school out of uniform (i.e., wearing a non-logoed shirt), we will work with the student and family to ensure the student can be in uniform that school day and all days moving forward.

THE DC PREP UNIFORM

PK3 - 8TH GRADE

BOTTOMS

Students should wear solid, neutral-colored (navy, black, gray, tan) bottoms (pants, skirts, jumpers) that meet the following requirements:

- Of khaki or jean material (athletic pants like sweats and leggings are not permitted)
- No writing or symbols on the bottoms; no rips or tears; not see-through
- Appropriate sizing (using a belt when warranted and not overly tight or short)

When students are not wearing uniform bottoms that meet the expectation, families will be required to bring the correct item to school. Students who repeatedly wear jeans that do not meet the uniform expectations (e.g. overly loose fitting without a belt, with tears or rips, etc.) will be required to wear khakis for the remainder of the year.

SHIRTS/TOPS

PK3 - K

- Light blue T-shirts, oxfords, or polos with DC Prep logo

GRADES 1 - 6

- Light blue polos or oxfords with DC Prep logo

GRADES 7 & 8

- Navy blue polos or oxfords with DC Prep logo

SWEATERS, SWEATSHIRTS & UNDERSHIRTS

PK3 - 8TH GRADE

Students may wear the following:

- **Sweaters:** Blue or black solid-color sweater, V-neck sweater, or sweater vest
- **Sweatshirts:** Any DC Prep sweatshirt (purchases through Risse Brothers, DC Prep or earned as an incentive)
- **Undershirts:** Solid color in blue/black/white/gray (*MIDDLES ONLY*)

Hoodies or jackets worn to school should be removed or stored in cubbies/lockers during the school day.

SHOES & SOCKS

PK3 - 8TH GRADE

Guidance on shoes is based on safety in school. Shoes not permitted have been identified as presenting safety concerns in a school setting.

- Students not permitted to wear: open-toed, flip-flops, Crocs, or high-heeled shoes.
- Students will go between in class, specials, and recess and need comfortable and safe shoes. Please consider these factors when choosing shoes for your child.

ACCESSORIES

PK3 - 8TH GRADE

- Hats, hoods, caps, bandanas, and other non-religious head coverings are not permitted during the school day.
- Any watches causing a distraction in class will be considered a toy and the student will be asked to remove the item and place it in their bookbags.
- The application and wearing of make-up (lipstick, eye shadow, blush, etc.) by students is not supported by DC Prep when it becomes a distraction to learning. School staff may ask a student to remove excessive make-up.
- Students are permitted to carry a small (letter-sized) bag/purse/fanny-pack for personal needs. All phones must remain in lockers.

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/ administrative proceeding or court-ordered event/ activity.
- 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 conditions requiring separation from other students for medical or health reasons.
- Absences to allow students to visit their parent or guardian, who is in the military during, immediately before, or immediately after deployment.
- 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, please send your child with a note. This note should be delivered to the front desk and include:

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

Failure to provide a written, valid excuse for the absence within five (5) school days of your child's return to school will result in the absence being deemed unexcused.

Absences of five (5) or more days, and any subsequent absences related to illness, generally require a doctor's note. 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, non-academic activities 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 contact your family to determine how we can work together to address the concern. We want to support you with any barriers that prevent regular and/or punctual attendance.

SECTION 2: ATTENDANCE

EARLY DISMISSAL

Students are expected to stay in school until the end of the school day. 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. 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 certain DC Prep incentives.

To ensure Preppies and teachers can safely and successfully close out their day, early dismissals end at 3:15 PM on Monday, Tuesday, Thursday, and Friday. Early dismissals end at 1:15 PM on Wednesday. Please plan ahead if you must pick your students up before the end of the school day.

SUPPORTING CHRONIC ABSENCES

- Regular attendance is essential to student learning and success. To maintain consistent attendance and remain on track academically, students should miss no more than two (2) school days per quarter.
- The school closely monitors attendance throughout the year to identify and address attendance concerns before they become chronic. A student is considered chronically absent when they miss 10% or more of the school year for any reason, including excused and unexcused absences.
- If a student is approaching chronic absenteeism, the school will schedule a meeting with the Student Support Coach and/or other appropriate school staff to review attendance concerns, identify barriers to attendance, and develop an Attendance Action Plan. The plan will be monitored regularly, and additional supports may be provided to help improve the student's attendance.
- At 10 unexcused absences, a child ages 5 through 13 is considered truant under DC law, and DC Prep will contact the Child and Family Services Agency (CFSA). Students ages 14 through 17 are referred to the Court Social Services Division and the Office of the Attorney General's Juvenile Section after 15 unexcused absences, consistent with the referral procedures described above.
- Seventeen (17) Absences in a Quarter (excused and unexcused): Child may not be promoted to next grade level.

TRUANCY

Truancy is defined as the act or pattern of being truant from school for an entire instructional school day without a valid excuse (an unexcused full school day absence). Any school-age child (ages 5-18) with 10 unexcused absences in a single school year is considered chronically truant. DC Prep is required to make a referral to the District of Columbia Child and Family Services Agency (CFSA) for students age 5 through 13 no later than two (2) business days after the accrual of 10 full day unexcused absences in a school year. Students ages 14 through 17 will be referred to the Court Social Services Division of the Superior Court of the District of Columbia and to the Office of Attorney General Juvenile Section within 2 business days after the accrual of 15 full day unexcused absences in a school year.

At 10 unexcused absences, a child ages 5 through 13 is considered truant under DC law, and DC Prep will contact the Child and Family Services Agency (CFSA). Students ages 14 through 17 are referred to the Court Social Services Division and the Office of the Attorney General's Juvenile Section after 15 unexcused absences, consistent with the referral procedures described above.

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. Attendance will be taken on campus by teachers in their homerooms each morning. The campus Operations Team tracks student tardies and excused absences. Students who leave school before dismissal time must sign out in the Early Dismissal Log. These records and student enrollment information are maintained in DeansList and 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 or guardian, if a student is still on campus after dismissal ends and the parent has not notified the school. Staff may also contact the student's emergency contacts.
- 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 speak with a school staff member to confirm the late pick-up before leaving campus.
- If a parent/guardian declines to confirm the late pick-up, the staff member supervising the student may record the late pick-up on the parent/guardian's behalf. This information will be kept by the school as a record of the late pick-up.
- 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 will assume the family is experiencing an emergency. The Principal or another designated member of the school staff 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. DC Prep reserves the right to take action if a family is continuously late to pick-up their student, including requiring a parent/guardian conference, charging a late pick-up fee, and/or implementing a dismissal plan.

Important: 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.

LATE PICK-UP (EACH OCCURRENCE)

Parent/guardian must confirm the late pick-up with a school staff member before leaving campus with the student.

RECURRING LATE PICK-UP (THREE OCCURRENCES)

Parent/guardian must attend a meeting with one or more school administrators 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 aftercare resources, 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 one or more school administrators. 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 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 POLICY

DC Prep offers at-school 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 or network components (including but not limited to laptops, chromebooks, printers, servers, switches, access points, etc.) by causing physical damage, attempting/reconfiguring systems, attempting to disrupt the computer systems 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.
- Logging into computers or school programs, systems or platforms using someone else's credentials, including, but not limited, to the ones from other students or staff members.
- Overriding, bypassing or circumventing the DC Prep Internet filtering software.

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.
- Students are allowed to use AI tools in the school setting only if they receive prior permission/consent from their teacher. Students should not use AI tools on homework assignments without explicit permission of a teacher.

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, or in an information system. DC Prep reserves the right to examine all data 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 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 correct 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
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

SECTION 6: ENROLLMENT, RE-ENROLLMENT, AND WITHDRAWAL PROCEDURES

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.

RE-ENROLLMENT

Currently enrolled families wishing to return to their DC Prep campus for the following school year, or moving from the elementary to its associated middle campus, 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 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 preference for all currently enrolled families wishing to transfer to a different DC Prep campus (Edgewood, Benning, or Anacostia). Interested families should participate in the My School DC lottery application. All intercampus transfers are managed through My School DC. For more information about key 2026-27 enrollment dates, visit www.myschooldc.org.

NEW TO DC PREP STUDENTS

Students can apply to attend DC Prep via the My School DC lottery. The My School DC application launches every year in December. The lottery application deadline is in early March for preschool through 8th grade students. Families who apply after the lottery deadline will be added to the school's waitlist.

ORDER OF ADMISSION PREFERENCES

DC Prep applies the following admission preferences within the My School DC lottery. Where an applicant qualifies for more than one preference, DC Prep applies preferences in the following order, from highest to lowest priority:

1. Transfer – Inter-campus transfer preference for currently enrolled DC Prep students wishing to move to a different DC Prep campus (Edgewood, Benning, or Anacostia). See Inter-Campus Transfers, above.
2. Children of Staff
3. Sibling Attending – New-to-DC Prep students who have a sibling currently enrolled and attending DC Prep. See Sibling Preference, below, for the full eligibility definition.
4. Twin Offered
5. Sibling Offered

Applicants who do not qualify for any of the preferences above are considered in the general lottery pool.

SIBLING PREFERENCE

New-to-DC Prep students who have a sibling already enrolled at DC Prep will receive a preference in admission. Siblings are defined as 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 preference will be validated and contacted with a determination of whether their preference is approved or denied.

Siblings of graduating 8th graders, siblings of students not returning, mid-year withdrawals, or expulsions do not qualify for a sibling attending preference. Siblings must be on a trajectory to attend the same school facility at the same time over the course of the siblings' DC Prep enrollment (for at least one year), in order to be eligible for the sibling preference. Due to their proximity, Edgewood Elementary and Edgewood Middle are considered the same facility.

RESIDENCY

If you voluntarily move out of the district any time during the school year, you must promptly report this information to the school. In most cases, students who move out of the district are no longer eligible to attend DC Prep. In some limited circumstances, they may be eligible to continue attending if they pay out-of-state tuition. For questions regarding the out-of-state tuition process, contact the Office of the State Superintendent of Education (OSSE) at OSSE.Residency@dc.gov.

SECTION 6: ENROLLMENT, RE-ENROLLMENT, AND WITHDRAWAL PROCEDURES

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. *This form will be sent to your primary Email on file at your child's attending campus; please ensure we always have updated contact information.*
2. Submit Proof of DC Residency and sign the DC Residency Verification Form.
3. Submit proof of student's age and guardianship at initial time of enrollment, or upon request from the school.

Below is a full list of currently acceptable documents for proof of residency. This list is subject to change. DC Prep follows OSSE's annual guidelines for acceptable residency documentation. **Choose one (1) document from List A, or two (2) documents from List B.**

LIST A

One (1) document from following:

- **Paystub** from the last 45 days, showing your name, current DC address, and only DC Withholding for the current and year-to-date (YTD) periods.
- **Financial assistance from DC Government** showing your name, current DC address from TANF, Medicaid, or housing assistance, dated within the last 12 months.
- **Supplemental Security Income** showing your name, current DC address, dated within the last 12 months.
- **Certified 2024 D-40** tax information authorization. Must be stamped by DC Office of Tax and Revenue.
- **Military Housing Orders** showing your name, current DC address, dated within the last 12 months.
- **DC Ward Letter** proving the child is a ward of DC.
- **Embassy letter** showing your name, current DC address, dated within the last 12 months.

LIST B

Two (2) documents from following:

- **Unexpired DC Vehicle Registration** showing your name, current DC address, dated within the last 12 months.
- **Unexpired DC ID/Driver's License** showing your name, current DC address, dated within the last 12 months.
- **Unexpired Lease or Rental Agreement and Receipt of rental payment for the last two (2) months** showing your name and current DC address.
- **One (1) utility bill (water, gas, electric only) with separate proof of payment**, dated within the last two (2) months.

SECTION 7: OUR CULTURE

SOCIAL-EMOTIONAL LEARNING & 5 STEPS OF PREP ED

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.

OUR VALUES

We See the Good. We find joy in learning, in problem-solving, in progress, and in one another.

We Belong Together. We are full people. We support one another to bring our individual best towards our shared goals.

We Aim High. We turn our dreams into reality through planning, daily effort, focus, and support from our community.

We Ask Why. We never stop learning, questioning, growing, asking for input and ideas, and wondering what might be.

We Are Brave. We put ourselves out there — to build a new skill, to learn something new, to grow from mistakes, and to stand for what's right — even when it's hard.

We Do the Work. We are deliberate in our efforts to further inclusivity — in our mindsets, systems, and team. We actively strive to be anti-racist.

At DC Prep we have a focus on rigor, excellence and high academic outcomes — elements we deem essential to bridging the educational divide. We aim to achieve our mission by leading learning in joyful, clear and meaningful ways that empower students to be the leaders of their learning and changemakers in their communities. We set students up to thrive in this learning environment by equipping them with both cognitive and social-emotional skills throughout the day, over the year, and across their tenure as a student at DC Prep. We know learning is best experienced in safe and supportive classrooms and school communities and therefore put an emphasis on how each of our educators creates that space for Preppies, families and colleagues. We believe being an exemplary teacher at DC Prep means a teacher must excel at building community, connecting with students and families, and teaching academic content.

OUR COMMUNITY

Our commitment to diversity, equity & inclusion lives in everything we do in our school community. Inclusion is at the core —celebrating and honoring all students, families, staff, and their unique perspectives. We recognize the role racism has played in our society, including in our schools, and we work to take an anti-racist stance in our classrooms, schools and across our network. We recognize that to lead through an anti-racist lens we must continuously question and consider the impact of our actions to disrupt systems of oppression and long-standing systemic racism. This anti-racist approach means we have to consider who is being served by our programming, who is not being served, and what we're doing about the needs of the people not being served. We ask these questions in all the work we do.

Engaging at the individual level starts in our classroom where time is spent with students exploring identity and how their identity and self-awareness impact how they show up in their school community. Staff engage in parallel work, spending time reflecting on their personal values, how those values show up in the work they do, and how those values can impact how they interact and connect with others in our school communities. Doing this individual work helps us better know ourselves so we can bring our full self to our work with others. This includes considering our values, being self-aware, using self-management strategies to consider how our own stuff plays into our beliefs and actions, considering how other members of our community are showing up and then how we work together to achieve our shared goals. Developing a connected classroom community by deeply knowing one another can promote inclusivity in classrooms and ensure that all students, regardless of special populations status or label, receive what they need both academically and socio-emotionally.

SECTION 7: OUR CULTURE

SOCIAL-EMOTIONAL LEARNING & 5 STEPS OF PREP ED

OUR COMMUNITY WELLNESS FOCUS

The self-work we do fuels the collective work we do toward the wellness of our full community. We believe the wellness of our students, staff and family is central to our work as a school community each day. **To us, wellness of our community is comprised of five components: academic learning, family partnership, social-emotional learning, positive school culture, and staff wellness.** Each of these reflect the interwoven nature of a school striving for excellence for all children and cognizant that the path to that goal includes the strength of the collective effort to achieve it. Each of these elements must be strong for the wellness of everyone in the school community. We engage in ongoing reflection on each of these elements of community wellness to consider our guiding questions as radical problem-solvers: **Who are we serving? Who are we not serving? What are we doing about the people we're not serving?** Throughout our school community, we believe that when our students, staff and family are well we can all be our best and do our best. We aim to create the conditions in our school culture for that wellness to be a reality.

DC PREP CULTURE IN THREE PARTS

SOCIAL-EMOTIONAL LEARNING

We believe in social-emotional development that supports academic engagement and pro-social interactions within a school community. We consider strong social-emotional development at the core of our culture for students and staff and build our classroom and school communities around the shared social-emotional habits we call our Core Prep Competencies & Our Prep Skills.

POSITIVE SCHOOL CULTURE

We believe in shared community commitments across our schools that ensure the physical and emotional safety of all students and adults. We create the conditions for a positive school culture through our use of the 5 Steps of Prep Ed.

UNIVERSAL DESIGN FOR LEARNING

We believe in cultivating a diverse and inclusive environment that celebrates and honors all students, families, staff, and their unique perspectives and learning preferences. We recognize that schools thrive when they recognize and celebrate variability, and create spaces where each person can be an expert learner in their context. We strive to embody the spirit of UDL through awareness in SY24-25 and aim to further develop our team in the guidelines for UDL in the years ahead.

SOCIAL-EMOTIONAL DEVELOPMENT

We believe in social-emotional development that supports academic engagement and pro-social interactions within a school community. We consider strong social-emotional development at the core of our culture for students and staff and build our classroom and school communities around the shared social-emotional habits we call our Core Prep Competencies & Our Prep Skills.

We have always had a dual mission of development in both academics and social-emotional skills. As we evolved organizationally and responded to new learning and an ever-changing world, the specific social-emotional skills we teach and how we teach them has evolved. All students and staff engage in ongoing reflection and practice of our Core Prep Competencies & Prep Skills. These Core Prep Competencies, taken directly from extensive research on emotional intelligence, include: **Self-Awareness, Self-Management, Social Awareness, Relationship Skills, & Responsible Decision-Making.**

They anchor the work we do in classrooms toward development of each student's social-emotional skills. The language of our Core Prep Competencies is used throughout our school to recognize and praise students when they demonstrate the skills, as well as coach students to consider other ways to respond and achieve their desired outcome. The skills under each Core Prep Competency, our Prep Skills, are the specific skills students develop ongoing as they develop socially and emotionally.

They are the common language we share from preschool through 8th grade to ground our thinking and communication about the critical skills each member of our community is working to develop, practice and apply daily. These Prep Skills are taught explicitly in lessons during advisory, as well as through independent tasks (called Prep Work) students engage in and then share with their classroom community. Students' development in Prep Skills is then applied throughout the school day when teachers make explicit and implicit connections to the use of Prep Skills while engaging in academic content learning.

SECTION 7: OUR CULTURE

SOCIAL-EMOTIONAL LEARNING & 5 STEPS OF PREP ED

SOCIAL-EMOTIONAL DEVELOPMENT (CONT'D FROM PREVIOUS PAGE)

According to Turnaround for Children, an organization that supports schools in creating emotionally safe spaces for children to learn, “all students, regardless of socioeconomic background, need these cognitive and social-emotional skills and mindsets to engage and thrive in school. When educators neither prioritize these skills and mindsets nor integrate them with academic development, students are left without tools for engagement or a language for learning. They become dependent on adult-driven procedures and routines rather than their own skills and motivation. To deliver the education all students deserve — one that prepares them for the lives they choose — the U.S. education system must address the essential elements of student development beyond academics. When students matriculate through K-12 without the skills necessary to engage in learning, they can’t process the vast amount of instruction that comes their way each day and it becomes daunting, if not impossible, to stay on track.”

The focus on social-emotional 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 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.

One of the ways students learn social-emotional skills is through advisory. Advisory, typically the first block of the school day, includes students connecting with their community, setting up their space for learning, sometimes engaging in direct lessons with the teacher and often engaging in individual Prep Work. Prep Work gives students a chance to reflect on how, when and where they use their Core Prep Competencies and the impact these skills have on how they navigate school and the world. Students engage in various tasks to see the content from different perspectives and layer their own understanding of self. Once students have done some self-work they have various opportunities to share and reflect with classmates. Research suggests students who develop strong social-emotional skills have stronger academic achievement and fewer behavioral support needs outside of a positive and productive school culture. We have seen the same thing over our network’s 21 years and, as a result, will lead our school culture based on the importance of our social-emotional learning model.

POSITIVE SCHOOL CULTURE

We believe in shared community commitments across our schools that ensure the physical and emotional safety of all students and adults. We create the conditions for a positive school culture through our use of the 5 Steps of Prep Ed.

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 strong Tier 1 supports in the form of an SEL framework for student and staff development, a reliance on our 5 Steps of Prep Ed to build and maintain classroom culture, and the cultivation of strong relationships between students, families and staff each year to anchor our work. We know that strong classroom culture is grounded in strong relationships where individuals develop and show empathy toward one another. We aim to cultivate these trusting and supportive communities throughout our schools and network.

In order to cultivate the kind of learning experiences we want for all students, each member of our team dedicates time over the summer to plan for and prepare a strong welcome into the school year. That welcome includes considering how Preppies will build healthy attachments, function in their classroom spaces, and see their own identity valued in their classroom. This planning is done by individual teachers, co-teachers, and grade-level teams to share ideas and foster collaboration that will carry the work throughout the year and have the greatest collective impact with students. Each element of the classroom community must be mapped out by the teacher(s) to ensure a smooth start to the year. Teachers map out their vision, working diligently to plan for each thing students must be taught to engage positively and productively in their classroom community. This begins the work of implementing our 5 Steps of Prep Ed.

SECTION 7: OUR CULTURE

SOCIAL-EMOTIONAL LEARNING & 5 STEPS OF PREP ED

THE 5 STEPS OF PREP ED



**PLANNED
TEACHING**



EFFECTIVE PRAISE



REDIRECTION



**REFLECTION &
CORRECTIVE TEACHING**



REFERRAL

Here are the strategies to use during corrective teaching:

- Use empathy
- Describe the inappropriate behavior
- Describe the impact
- Offer and model a replacement skill
- Give rationale for the replacement skill
- Practice
- Offer feedback on practice
- Praise to support confidence

Once we begin the school year, students experience a cycle of *planned teaching* around community beliefs and routines as well as expectations for the physical and emotional safety of all in the school. In each classroom and throughout the school we use *praise* to celebrate and elevate the strengths of our Preppies, teachers, and full school community. We employ a 4:1 ratio (at least!) of praise to redirection, as we know positivity is contagious and we look to spread it widely each day.

When *redirection* is needed, teachers use least invasive strategies first before engaging more directly. Teachers use redirection as a form of intervention to support students in meeting the expectations. This may include using corrective teaching (*see below*) to support the student in addressing the behavior with a replacement strategy. *Reflection and corrective teaching* are used when a student has not met an expectation after getting some level of teacher support. The student is addressed privately and with respect as teachers see the next steps as a learning opportunity for the student. When a teacher needs to provide a correction and/or consequence, they engage in the steps of a student-focused approach to behavioral development we call corrective teaching — *empathy, describe the inappropriate behavior, describe the impact, offer and model a replacement skill, give rationale for the replacement skill, practice the skill, offer feedback on the practice, and praise the student to support confidence*. This process of corrective teaching happens in the classroom ongoing. Reflection and corrective teaching provide opportunities to connect to our Prep Skills both in helping students reflect on the behavior and impact, as well as consider the best replacement skills to meet their needs. It is through this lens of seeing behavior as communication and our response as a teachable moment that we are continuously growing our students' social-emotional skills throughout the school day.

Additionally, in cases where students' behavior impacted one or more classroom communities, corrective teaching often includes acknowledging harm and seeking to repair, as well as a consequence, depending on circumstances. In rare cases, students are *referred* out of the class (or with another staff member in the class) for more processing time to ensure they get the support they need and the learning of the rest of the class is not hindered.

We believe deeply that the strength of our schools, student learning, and our ability to achieve our mission is dependent on the strength of each classroom community and each teacher's effective use of these five steps used fluidly throughout each school day. We believe that how we engage with one another is just as important, and often more important, than the substance of our engagement. Our role in addressing student behavior is not to punish but to teach. We approach all redirection and correction with empathy and a belief in the potential of all of our students.

SECTION 7: OUR CULTURE

SOCIAL-EMOTIONAL LEARNING & 5 STEPS OF PREP ED

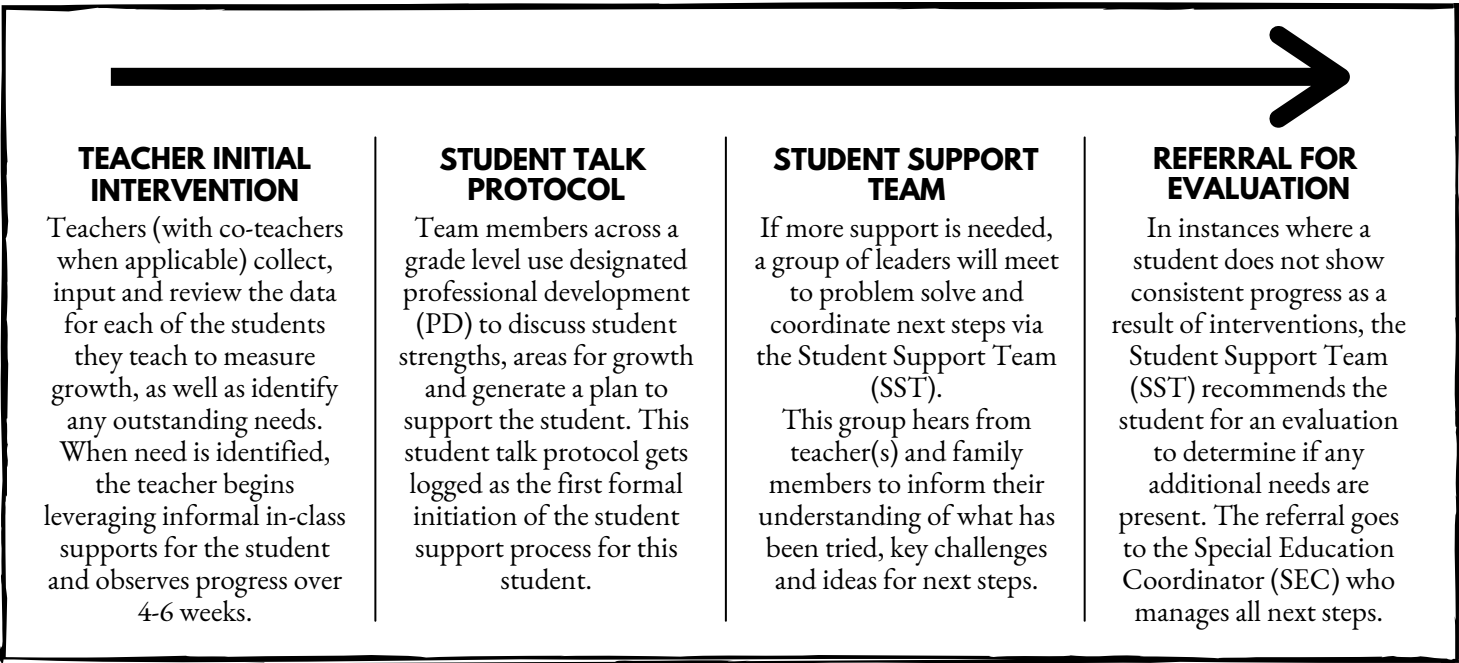
OUR STUDENT SUPPORT MODEL

We believe, and research supports, that 80% of students will be fully supported by our Tier 1 culture, including adults’ use of the 5 Steps of Prep Ed. We also believe it is a core responsibility of all of our teachers to continuously reflect and refine their classroom culture if expectations are not being met and the classroom is not meeting our shared bar for positive culture (that bar is informed by our teacher rubrics and culture walkthrough document along with each teacher’s individual vision for classroom community). If additional support is needed, coaches and other members of the leadership team engage. Given the state of a classroom culture and the number of students demonstrating need, teachers may need to go back to planned teaching of certain expectations to ensure everyone is clear, able to fully meet the expectations, and receive ample praise for doing so. This is a cycle we see teachers reflect on daily and course correct the moment they notice a swing in behaviors in their classroom. Responding to student need in this way as a whole class, revisiting planned teaching in positive and empowering ways, and giving students opportunities for praise associated with these community expectations supports everyone in feeling successful, welcome and able to fully access their learning in the classroom.

In some instances, some students (up to 15-20%) may show greater need beyond the Tier 1 supports offered by the teacher. When this happens, teachers and school teams refer to our multi-tiered system of supports (MTSS).

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

When we recognize a student needing more supports, we look to our **multi-tiered system of supports (MTSS)** to respond. Within MTSS we use a **Response to Intervention (RTI) model** that focuses on identifying when students need more support. We start at what we call Tier 1 and consider what universal supports are in place for all students in our school and we ensure those supports are in place. If they are, and the student continues to struggle, teachers engage in problem solving with the student, co-teachers and family members to build additional supports within the classroom. The team collects data and reflects on actions that support growth in the student. If those do not prove effective, the student may be referred by the teacher or family member for additional supports. That referral process involves engaging leaders who already interact with that student through coaching and grade level management. They work with the teacher, student and family to adjust supports and measure impact. If there is still minimal impact, the student is referred to the Student Support Team (SST). Community Assistant Principals (CAPs) review the list of students referred and cross-check that list with other data points across the school to prioritize students for discussion in various problem-solving settings. Each leader engages in problem solving considering input from student, family, and teachers. Here’s an overview of the flow:



For more information on DC Prep’s Child Find Policy, please refer to our website: www.dcprep.org for a full copy of the policy. You may also request a copy of this policy at the front desk of any of our campuses or by contacting the Director of Special Populations.

SECTION 7: OUR CULTURE

SOCIAL-EMOTIONAL LEARNING & 5 STEPS OF PREP ED

ACCESS FOR ALL LEARNERS

As a network, we aim to cultivate a learning environment in which students are supported to be self-directed in their learning. Achieving this vision for students as learners demands our focus on creating inclusive learning spaces where the perspectives and backgrounds of our students are valued and celebrated both individually and as a community. We understand that schools designed for all students prioritize variability and flexibility so that everyone is welcome and able to flourish as their true self. Our teachers work to deeply know each student and their interests, their preferred methods for accessing and demonstrating learning, and to offer various options to access information.

- **Representation:** offering students multiple media from which to learn content
- **Action and Expression:** offering students various opportunities to demonstrate what they know and can do
- **Support and Engagement:** offering options that engage students and keep their interests

This framework is fundamental to the way we think about and plan each lesson, including the one on one learning experiences we have with students in individual student coaching conversations. Ensuring we know each student and their interests, we know their preferred methods for accessing and demonstrating learning, and we offer various options to access information, is the work of every educator in our schools. Attending to the individuality of each student and customizing the learning experience accordingly keeps the focus on students first and that emphasizes explicitly and implicitly the value we place in who they are as learners in our community. Matching our learning experiences to student interests and preferences also helps students better access the content and engage which supports their development toward strong self-regulation, comprehension and executive functioning — the habits of students most independent and self-driven.

We consider the skills we build and strengthen in students critical to their access and opportunities beyond DC Prep. For that reason, we work to ensure each of our students have sufficient access to a variety of learning experiences and rigorous content provided. 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 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: BEHAVIORAL EXPECTATIONS & SUPPORTS FOR A POSITIVE SCHOOL CULTURE

CODE OF CONDUCT: COMMUNITY COMMITMENTS & SUPPORTS FOR A POSITIVE SCHOOL CULTURE

Providing students with authentic opportunities to develop social-emotional skills within the context of a nurturing and supportive classroom and school community is at the heart of our mission as a school. We believe from preschool – 8th grade our Preppies are continuously growing their social-emotional skills in self-awareness, self-management, social awareness, relationship skills and responsible decision making (our Core Prep Competencies). The 5 Steps of Prep Ed (*noted above*) outline the ways each teacher creates the conditions in their classroom for all students to thrive. This involves acknowledging student behaviors and providing corrective teaching to address behaviors that violate shared classroom and school expectations. Our focus is in using teachable moments for students to grow and develop by supporting them in authentic application of their social-emotional skills.

Guidelines exist to outline student behaviors by severity, possible teacher actions to support positive behavioral change and consequences aligned to each tier. This framework exists to help label and identify the severity of behaviors across a school while leaving judgment to teachers and school leaders to evaluate the frequency and intensity of behaviors in order to determine appropriate supports and consequences. It is important that any teachers sharing the responsibility of teaching the same group of students take time to meet and reflect on student behaviors, supports and actions they can take to set all students up for success. That proactive work will ensure that teacher reactions to behaviors are aligned to the specific needs and best practices for each child's individual growth. While we do not expect each adult's response to be the same, we aim to have all responses drive toward the same goals for that child's social-emotional development.

We believe in using a developmentally-appropriate and tiered approach to supporting students with meeting our school-wide 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.

GO GUARDIAN ALERTS

All DC Prep computers have software intended to provide our leadership team with flags should students access content deemed unsafe for our Preppies. When these flags are received by Student Support Coaches (SSCs), they will communicate that information to families.

SECTION 8: BEHAVIORAL EXPECTATIONS & SUPPORTS FOR A POSITIVE SCHOOL CULTURE

Classroom-based supports and responses provide students with opportunities to reflect on, practice and improve their behavior in order to meet DC Prep Community Commitments.

CLASSROOM-BASED SUPPORTS AND RESPONSES	HOW USED
Planned Teaching of Prep Skills, Prep Expectations, and Routines and Procedures	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 Core Prep Competencies we teach and embed into our daily lessons for students to practice and apply include: • Self-awareness • Self-management • Social Awareness • Relationship Skills • Responsible Decision-Making
Praise, SHINE, Smiley Faces 😊, Additions (DC Prep \$\$)	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”.
Redirection, reminders, and corrective teaching	Redirection, reminders and corrective teaching are all strategies teachers use to support students in meeting the Community Commitments 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 crisscross applesauce on the rug”), etc. 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: • When a student has used unkind words towards a classmate, they will be given the opportunity to apologize inside the classroom in addition to earning the appropriate consequence. • If a student misuses classroom materials, they 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, they 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.
Fresh Start and Reflection	Fresh Start is a designated space inside of a classroom, where students can take time to practice using calming strategies to 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. 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.
“Talk it Out” Table and Mediations	“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. 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.
Small Deal Square	The “Small Deal Square” is used in elementary classrooms for students who have received 1 to 2 redirections, and the teacher 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. Once the student corrects their behavior, they are welcomed back to the team.

SECTION 8: BEHAVIORAL EXPECTATIONS & SUPPORTS FOR A POSITIVE SCHOOL CULTURE

Outside the Classroom Support and Responses: Administrators including Student Support Coaches and School Clinicians 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 CLASSROOM SUPPORT AND RESPONSES	HOW USED
Peer Mediation	Peer Mediation is used more frequently in the upper grades and typically led by classroom teachers 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.
Community Restoration Time (CRT) and Community Restoration Assignments (CRA) *CRAs are noted as general consequences in the Code of Conduct.	Community Restoration Time is an opportunity for students to get targeted support with a member of the leadership team based on their behavior. This support comes after a student has been assigned a general consequence and/or detention and reflects needing more targeted support to address need. If the need persists, the student is referred for a Tier 2 support rather than continuing to be assigned CRT. Community Restoration Assignments (CRAs) are typically administered by teachers and provide students with an opportunity to repair hurt or damage done to the community. CRAs are referred to as <i>general consequences</i> in the Code of Conduct. 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 detention which is held daily for the first 30 mins after school. Examples of CRAs: • Community Service ◦ 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) ◦ Should be completed by the end of the day after incident (so basically 24 hours) • A Prep Promise Statement/ Drawing/ Statement ◦ 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 ◦ SSC, Principal, Parent, Student, Impacted Teacher/Student circle up during a Student Reflection Meeting to discuss what happened • Expanding Awareness and Prevention ◦ 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 SSC or other school administrator. Office Referrals are meant to be a space for the students to reflect on their 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 teacher and/or SSC. The SSC 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.

SECTION 8: BEHAVIORAL EXPECTATIONS & SUPPORTS FOR A POSITIVE SCHOOL CULTURE

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 preschool through 8th grade. For details on the specific consequence ladder, see the Elementary- and Middle-specific Code of Conduct documents on the following pages.

SCHOOLWIDE TIERED CONSEQUENCES	HOW USED
Time-Out (Early Childhood, Kindergarten, 1st Grade)	When a student has received multiple redirections, and is unable to follow through, they 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, "How did your actions impact your community?"
Detention (DTN) (2nd through 8th Grade)	Students are assigned an afterschool detention and serve it that day or the following day. Detention is intended to serve as a logical consequence for students to address their actions and work to repair and restore any harm they have caused. During detention, students write a reflection assignment or complete a task related to the reason why they are in detention which is intended for students to make a logical connection between their actions and the necessary follow-up. On Mondays, Tuesdays, Thursdays and Fridays, students serve detention 3:45 - 4:15 PM. Due to the 2:00 PM early dismissal on Wednesdays, detention is held 2:00 - 2:30 PM.
In-Class Support (ICS) (2nd through 8th Grade)	Students are assigned ICS for behaviors that negatively impact the emotional or physical safety of another community member or for behaviors that are majorly disruptive to learning. ICS is different from detention in that it comes after a more extreme behavior and/or repeated behaviors. In these instances, the decision to move to an ICS comes from a belief that the student's unmet need(s) can be better supported from all day support in the form of ICS. ICS is intended to provide targeted support for individual students to address the immediate need through check-ins and structured support throughout the day. This includes an orientation with goal setting at the start of the day, social skills instruction during recess and reflection time during detention. Students who do not meet their goal(s) on ICS may be assigned an additional day.
Suspension	Students who willfully cause, attempt to cause, or threaten to cause bodily injury or emotional distress to another person may be suspended. 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 Community Assistant Principal (CAP), 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 their actions or to repair/restore property that has been damaged.
Expulsion Recommendation	Expulsion is reserved for the most serious offenses and is used as necessary to ensure safety.

SECTION 8: BEHAVIORAL EXPECTATIONS & SUPPORTS FOR A POSITIVE SCHOOL CULTURE

A NOTE ABOUT CONSEQUENCES

We believe consequences that are logical and directly connect to a child's behavior can be a powerful way to respond when the behavior violates one of our Community Commitments. Consequences aim to help students develop an understanding of their action(s) and the impact on the community. When administered effectively, consequences are respectful of the child's dignity. They focus on the behavior as the problem rather than the child and make the child an equal partner in resolving the issue and learning from it.

How consequences are administered is very important. A teacher's tone, from reflective and calm to angry and punitive, relays the message about the teacher's confidence in the student to resolve the issue. When teachers, students and families hold a shared belief that reflection and practice help students in adjusting behavior, all parties are more likely to engage in that process productively. When using consequences, you must believe:

- Children are learners, always with opportunities for growth
- Mistakes are part of the learning process
- Relationships with and between the children in each classroom matter

Consequences should work toward changing behavior because they offer both a direct connection to the behavior and an opportunity for reflection. Consequences at DC Prep include:

- Clear communication with the student about the behavior that violated a Community Commitment
- A follow-up response (activity, conversation, etc.) that addresses the violation (ie. returning a stolen item and apologizing in writing and in front of the class)
- Timely communication with students and families to ensure everyone has information
- Examples of consequences include: a phone call home, apology (written or verbal), peer mediation, reflection in circles, family meeting, family shadow day, loss of privilege, payment of damaged items, item confiscation (used as a last resort), detention, ICS, etc.

There are some responses to behavior used as consequences that we do not condone at DC Prep:

- Withholding of food
- Loss of Recess (unless it is the result of something that happened during that recess or is dedicated social skills time)

COMMUNITY COMMITMENTS

To fulfill our mission, to do our shared work, to be the community we aim to be, we (adults and students) will:

BE PREPARED

I commit to showing up, ready to do my best work for myself and the people in our community — students, teachers, families, colleagues.

BE SAFE

I commit to caring for myself — physically, emotionally, and mentally — so that I can bring my best to all I do.

BE ENGAGED

I commit to be a learner, eager to push my thinking in both what I do and how I do it. I commit to take responsibility to solve challenges and am willing to tackle hard problems.

BE UNITED

I commit to learn and problem-solve through a lens of community, considering how my actions impact others on our collective team.

SECTION 8: BEHAVIORAL EXPECTATIONS & SUPPORTS FOR A POSITIVE SCHOOL CULTURE

GUIDANCE ON STUDENT BEHAVIORS, SUPPORTS & CONSEQUENCES EARLY CHILDHOOD

Across all tiers, decisions are made about consequences based on the frequency, intensity and/or severity of behaviors. All consequences are at the discretion of the administration. For more information on specific policies, including Bullying Prevention and Investigation and Student-on-Student Sexual Harassment, refer to our website at www.dcprep.org. You may also request a copy of these policies at the front desk of any of our campuses.

TIER	BEHAVIORS	ACTIONS TO SUPPORT POSITIVE BEHAVIORAL CHANGE	CONSEQUENCE
1	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.)	- Re-Direction - Re-Teaching - Reminders	In Class Timeout or Classroom Based Consequence
2	Multiple Tier 2 behaviors within the same class or school day may result in a higher-level infraction. Early Childhood Specific - Significant tantrum (lasting 2 or more minutes without abatement). - 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.).	- Family Communication/Meeting - Peer Mediation - Fresh Start &/o Corrective Teaching	In Class Time Out or Classroom based consequence

SECTION 8: BEHAVIORAL EXPECTATIONS & SUPPORTS FOR A POSITIVE SCHOOL CULTURE

GUIDANCE ON STUDENT BEHAVIORS, SUPPORTS & CONSEQUENCES EARLY CHILDHOOD

TIER 3 SSC INVOLVED IN FOLLOW-UP FOR BEHAVIORS & SUPPORT

TIER	BEHAVIORS	ACTIONS TO SUPPORT POSITIVE BEHAVIORAL CHANGE	CONSEQUENCE
3	Multiple Tier 3 behaviors within the same class or school day may result in a higher level infraction. Early Childhood Specific • Multiple tantrums within a day. • Major disruption in the classroom. • Repeated usage of inappropriate language. • Destroying a peer's belongings. • Recurring physical behavior with another student or staff person • Failure to follow safety instructions during a fire or lockdown drill	• Re-Direction • Re-Teaching • Reminders	In Class Timeout or Classroom Based Consequence
TIER 4 LEADER-ASSIGNED ONLY CONSEQUENCES			
4	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. Early Childhood Specific: • Repeated incidents of physical contact with the teacher (i.e., hitting, biting, kicking, etc.) • A pattern of extreme or aggressive emotional outburst/tantrums	ACTIONS TO SUPPORT POSITIVE BEHAVIORAL CHANGE • Family Communication/Meeting • Peer Mediation • Fresh Start &/or Corrective Teaching • Talk It Out Table • Behavior Contract (Including Loss of Privileges) • Counselor Support/Social Skills Group • Community Restoration Assignment	• Student Reflection Meeting <u>AND</u> Student, Family, Teacher & SSC Meet for a Student Reflection Meeting (This meeting must include the creation of an action plan for the student)

SECTION 8: BEHAVIORAL EXPECTATIONS & SUPPORTS FOR A POSITIVE SCHOOL CULTURE

GUIDANCE ON STUDENT BEHAVIORS, SUPPORTS & CONSEQUENCES ELEMENTARY: EARLY CHILDHOOD (CONTINUED)

LEADER-ASSIGNED ONLY CONSEQUENCES			
TIER	BEHAVIORS	ACTIONS TO SUPPORT POSITIVE BEHAVIORAL CHANGE	CONSEQUENCE
5	- 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).	Need to engage leader right away	- Suspension* - Student, Family, Teacher & Dean Meet for a Student Reflection Meeting - Behavior Contract - Leader Assigned only *For Pre-K students, suspension will be imposed only for conduct involving actual or attempted bodily injury, or a threat of serious bodily injury, and will not exceed three (3) school days for an individual incident.
6	Breaking any DC or Federal law	Need to engage leader right away	Conduct that would otherwise result in a Tier 6 consequence for a Pre-K student will instead be addressed through the Tier 5 suspension limitation above, together with additional individualized behavioral supports.

SECTION 8: BEHAVIORAL EXPECTATIONS & SUPPORTS FOR A POSITIVE SCHOOL CULTURE

GUIDANCE ON STUDENT BEHAVIORS, SUPPORTS & CONSEQUENCES ELEMENTARY: KINDER - 1ST GRADE

Across all tiers, decisions are made about consequences based on the frequency, intensity and/or severity of behaviors. All consequences are at the discretion of the administration. For more information on specific policies, including Bullying Prevention and Investigation and Student-on-Student Sexual Harassment, refer to our website at www.dcprep.org. You may also request a copy of these policies at the front desk of any of our campuses.

TIER	BEHAVIORS	ACTIONS TO SUPPORT POSITIVE BEHAVIORAL CHANGE	CONSEQUENCE
1	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.)	- Re-Direction - Re-Teaching - Reminders	In Class Time Out or Classroom - Based Consequence
2	Multiple Tier 2 behaviors within the same class or school day may result in a higher-level infraction. K – 3 - Failure to meet Community Commitments 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.). - Repeatedly off-task behavior in the classroom environment - Hurtful language/teasing/name calling. (i.e., stupid, dumb, fat, stinky, ugly, etc.) - Taking/ Stealing the property of another community member	- Family Communication/Meeting - Peer Mediation - Fresh Start &/o Corrective Teaching	In Class Time Out or Classroom- based consequence Family Conferences can be included any time deemed necessary given behaviors.

SECTION 8: BEHAVIORAL EXPECTATIONS & SUPPORTS FOR A POSITIVE SCHOOL CULTURE

GUIDANCE ON STUDENT BEHAVIORS, SUPPORTS & CONSEQUENCES ELEMENTARY: KINDER - 1ST GRADE

TIER 3 SSC INVOLVED IN FOLLOW-UP FOR BEHAVIORS & SUPPORT

TIER	BEHAVIORS	ACTIONS TO SUPPORT POSITIVE BEHAVIORAL CHANGE	CONSEQUENCE
3	Multiple Tier 3 behaviors within the same class or school day may result in a higher level infraction. Kindergarten- 1st grade Specific • Taking or stealing the property of another community member. • Spitting on another person. • Roughhousing, horseplay, or repeated unsafe physical behavior. • Failure to follow safety instructions during a fire drill, lockdown drill, evacuation, or emergency procedure. • Walking out of class or leaving a supervised area without permission. • Tantrums that are substantially disruptive to instruction or difficult to de-escalate. • Multiple incidents of disruptive behavior during the school day despite teacher redirection. • Throwing objects that could cause injury. • Use of inappropriate, threatening, or highly hurtful language toward others. • Graffiti or defacement of school property. • Improper use of school technology or the internet.	• Family Communication/Meeting • Peer Mediation • Fresh Start &/or Corrective Teaching • Talk It Out Table • Counselor Support/Social Skills Group • Community Restoration Assignment	• Kinder - 1st: Out of Class Timeout, CRA, Student Reflection Meeting • Family Conferences can be included any time deemed necessary given behaviors.

SECTION 8: BEHAVIORAL EXPECTATIONS & SUPPORTS FOR A POSITIVE SCHOOL CULTURE

GUIDANCE ON STUDENT BEHAVIORS, SUPPORTS & CONSEQUENCES ELEMENTARY: KINDER - 1ST GRADE

LEADER-ASSIGNED ONLY CONSEQUENCES

TIER	BEHAVIORS	ACTIONS TO SUPPORT POSITIVE BEHAVIORAL CHANGE	CONSEQUENCE
4	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. Kindergarten and First Grade Specific: - Repeatedly disruptive behavior in the classroom environment with support. - Graffiti or mild defacement of school property. - Throwing objects that can injure (whether intentional or not).	- Family Communication/Meeting - Peer Mediation - Fresh Start &/or Corrective Teaching - Talk It Out Table - Behavior Contract (Including Loss of Privileges) - Counselor Support/Social Skills Group - Community Restoration Assignment	- CRA <u>AND</u> - Student, Family, Teacher & SSC Meet for a Student Reflection Meeting (This meeting must include the creation of an action plan for the student)

SECTION 8: BEHAVIORAL EXPECTATIONS & SUPPORTS FOR A POSITIVE SCHOOL CULTURE

GUIDANCE ON STUDENT BEHAVIORS, SUPPORTS & CONSEQUENCES ELEMENTARY: KINDER - 1ST GRADE (CONTINUED)

LEADER-ASSIGNED ONLY CONSEQUENCES			
TIER	BEHAVIORS	ACTIONS TO SUPPORT POSITIVE BEHAVIORAL CHANGE	CONSEQUENCE
5	- 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).	Need to engage leader right away	- Suspension - Student, Family, Teacher & Dean Meet for a Student Reflection Meeting - Behavior Contract - Leader Assigned only
6	Level 6 behaviors may result in an Expulsion Recommendation. Breaking any DC or Federal law	Need to engage leader right away	Expulsion Recommendation <i>Discipline Review Hearing will occur any time an expulsion recommendation is issued.</i>

SECTION 8: BEHAVIORAL EXPECTATIONS & SUPPORTS FOR A POSITIVE SCHOOL CULTURE

GUIDANCE ON STUDENT BEHAVIORS, SUPPORTS & CONSEQUENCES ELEMENTARY: 2ND - 3RD GRADE

Across all tiers, decisions are made about consequences based on the frequency, intensity and/or severity of behaviors. All consequences are at the discretion of the administration. For more information on specific policies, including Bullying Prevention and Investigation and Student-on-Student Sexual Harassment, refer to our website at www.dcprep.org. You may also request a copy of these policies at the front desk of any of our campuses.

TIER	BEHAVIORS	ACTIONS TO SUPPORT POSITIVE BEHAVIORAL CHANGE	CONSEQUENCE
1	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.)	- Re-Direction - Re-Teaching - Reminders	Classroom - based consequence (varies based on situation)
2	Multiple Tier 2 behaviors within the same class or school day may result in a higher-level infraction. K – 3: - Failure to meet Community Commitments 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.). - Repeatedly off-task behavior in the classroom environment - Hurtful language/teasing/name calling. (i.e., stupid, dumb, fat, stinky, ugly, etc.) - Taking/ Stealing the property of another community member	- Family Communication/Meeting - Peer Mediation - Fresh Start &/o Corrective Teaching	2/3: Classroom-based consequence or Detention - Family Conferences can be included any time deemed necessary given behaviors.

SECTION 8: BEHAVIORAL EXPECTATIONS & SUPPORTS FOR A POSITIVE SCHOOL CULTURE

GUIDANCE ON STUDENT BEHAVIORS, SUPPORTS & CONSEQUENCES ELEMENTARY: 2ND - 3RD GRADE

TIER 3 SSC INVOLVED IN FOLLOW-UP FOR BEHAVIORS & SUPPORT

TIER	BEHAVIORS	ACTIONS TO SUPPORT POSITIVE BEHAVIORAL CHANGE	CONSEQUENCE
3	Multiple Tier 3 behaviors within the same class or school day may result in a higher level infraction. Second and Third Grade Specific • 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 cyberbullying or cyber sexual-harassment). • Tantrums or significantly disruptive behavior to the learning environment, of an extended nature • 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. • 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.	• Family Communication/Meeting • Peer Mediation • Fresh Start &/or Corrective Teaching • Talk It Out Table • Counselor Support/Social Skills Group • Community Restoration Assignment	• 2/3: ICS, CRA, Student Reflection Meeting • Family Conferences can be included any time deemed necessary given behaviors.

SECTION 8: BEHAVIORAL EXPECTATIONS & SUPPORTS FOR A POSITIVE SCHOOL CULTURE

GUIDANCE ON STUDENT BEHAVIORS, SUPPORTS & CONSEQUENCES ELEMENTARY: 2ND - 3RD GRADE (CONTINUED)

LEADER-ASSIGNED ONLY CONSEQUENCES

TIER	BEHAVIORS	ACTIONS TO SUPPORT POSITIVE BEHAVIORAL CHANGE	CONSEQUENCE
4	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. Second and Third Grade Specific: - Fighting (as participant or instigator), including punching, slapping, scratching and wrestling. - Racism, sexual harassment, bullying, or any other such oppressive behavior that causes, attempts to cause, or threatens to cause bodily injury or emotional distress. - Possession and distribution of any form of pornography or drawings of an explicit or violent nature.	- Family Communication/Meeting - Peer Mediation - Fresh Start &/or Corrective Teaching - Talk It Out Table - Behavior Contract (Including Loss of Privileges) - Counselor Support/Social Skills Group - Community Restoration Assignment	2/3: ICS, Community Restoration Assignment, Behavior Contract <u>AND</u> - Student, Family, Teacher & SSC Meet for a Student Reflection Meeting (This meeting must include the creation of an action plan for the student)

SECTION 8: BEHAVIORAL EXPECTATIONS & SUPPORTS FOR A POSITIVE SCHOOL CULTURE

GUIDANCE ON STUDENT BEHAVIORS, SUPPORTS & CONSEQUENCES ELEMENTARY: 2ND - 3RD GRADE (CONTINUED)

LEADER-ASSIGNED ONLY CONSEQUENCES			
TIER	BEHAVIORS	ACTIONS TO SUPPORT POSITIVE BEHAVIORAL CHANGE	CONSEQUENCE
5	- 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).	Need to engage leader right away	- Suspension - Student, Family, Teacher & Dean Meet for a Student Reflection Meeting - Behavior Contract - Leader Assigned only
6	Level 6 behaviors may result in an Expulsion Recommendation. Breaking any DC or Federal law	Need to engage leader right away	Expulsion Recommendation <i>Discipline Review Hearing will occur any time an expulsion recommendation is issued.</i>

SECTION 8: BEHAVIORAL EXPECTATIONS & SUPPORTS FOR A POSITIVE SCHOOL CULTURE

GUIDANCE ON STUDENT BEHAVIORS, SUPPORTS & CONSEQUENCES MIDDLE: 4TH - 8TH GRADE

Across all tiers, decisions are made about consequences based on intent of the behavior as well as the frequency, intensity and/or severity of behaviors. All consequences are at the discretion of the administration. For more information on specific policies, including Bullying Prevention and Investigation and Student-on-Student Sexual Harassment, refer to our website at www.dcprep.org. You may also request a copy of these policies at the front desk of any of our campuses.

TIER	BEHAVIORS	ACTIONS TO SUPPORT POSITIVE BEHAVIORAL CHANGE	CONSEQUENCE
1	<i>Multiple Tier 1 behaviors within the same class or school day may result in a higher-level infraction.</i> - Off-task behaviors/minor disruptions to the learning environment (i.e., not following classroom instructions, lack of engagement in learning or classwork) - Failure to follow safety instructions during a fire or lockdown drill (<i>Moved from Tier 3</i>) - Chewing gum or candy in class (<i>Moved from Tier 2</i>) <u>Possession</u> 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.) (<i>We moved possession language to Tier 1, but kept use to Tier 2</i>)	- Reminders - Re-Teaching - Re-Direction - Reflection - Planned Teaching - Corrective Teaching - Phone Call Home	Classroom based consequence
2	<i>Multiple Tier 2 behaviors within the same class or school day may result in a higher-level infraction.</i> - Out of assigned area/Skipping class - Not following adult instructions with multiple redirections or multiple off-task disruptions - Tardy to class (includes being late because of bathroom breaks, lost notes, etc.) - Hurtful language/teasing/name calling (i.e., stupid, dumb, fat, stinky, ugly, etc.) - Improper use of the internet/technology <u>Use</u> 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.) - Academic dishonesty (cheating or plagiarism — major projects, tests, or exams). Student will also earn a 0% (zero) for the grade.	- Peer Mediation - Family Communication/Meeting - Student Meeting - Skills Teaching - Re-teaching, Redirection, Reflection, & Corrective Teaching - Phone Call Home	<i>Detention.</i>

SECTION 8: BEHAVIORAL EXPECTATIONS & SUPPORTS FOR A POSITIVE SCHOOL CULTURE

GUIDANCE ON STUDENT BEHAVIORS, SUPPORTS & CONSEQUENCES MIDDLE: 4TH - 8TH GRADE (CONTINUED)

TIER 3 SSC INVOLVED IN FOLLOW-UP FOR BEHAVIORS & SUPPORT

TIER	BEHAVIORS	ACTIONS TO SUPPORT POSITIVE BEHAVIORAL CHANGE	CONSEQUENCE
3	Multiple Tier 3 behaviors within the same class or school day may result in a higher-level infraction. Students who are unsuccessful after multiple (2 or 3 days) of Tier 3 Consequences will complete a Community Restoration Assignment. • 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) • 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 cyberbullying 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 an explicit or violent nature • Destruction or serious defacement of school or private property (including Chromebooks and other electronic devices) • Multiple instances of cell-phone use during the school day (note: may require parent to pick up cell phone) • An instance 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 • Disruptive social media use • Physical/sexual behaviors that have no place in school	• Peer Mediation • Restorative Work/Meeting • Family Communication/Meeting/Shadow • Behavior Contract • Counselor Support	ICS or CRT

SECTION 8: BEHAVIORAL EXPECTATIONS & SUPPORTS FOR A POSITIVE SCHOOL CULTURE

GUIDANCE ON STUDENT BEHAVIORS, SUPPORTS & CONSEQUENCES MIDDLE: 4TH - 8TH GRADE (CONTINUED)

LEADER-ASSIGNED ONLY CONSEQUENCES			
TIER	BEHAVIORS	ACTIONS TO SUPPORT POSITIVE BEHAVIORAL CHANGE	CONSEQUENCE
4	<i>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.</i> - 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 (as participant or instigator), including punching, slapping, scratching, wrestling, and other seriously dangerous and potentially injurious behaviors - 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	Need to engage leader right away	Leader-assigned only Student Reflection Meeting (SRM) <i>The parent, one teacher, SSC/CAP, 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> Additional consequences include: - In-class support - Community Restoration Time - Suspension
5	<i>Tier 5 behaviors/behaviors result in an Expulsion Recommendation.</i> - 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: - 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	Need to engage leader right away	Expulsion Recommendation <i>Discipline Review Hearing will occur any time an Expulsion Recommendation is issued.</i>

SECTION 9: DISCIPLINE & COMMUNITY EXPECTATIONS

SUSPENSION AND DUE PROCESS PROCEDURES

The decision to suspend a student will be made by the Principal or designee. 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 (5) consecutive days for grades K-5, or ten (10) consecutive days for grades 6-8. A suspension will not exceed ten (10) days. The suspension shall become effective immediately unless otherwise stated by the Principal or their designee.

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 (six (6) school days or fewer). Prior to issuing the suspension, the Principal or a designee will meet with the student, notify the student of what they are 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 their side of the story or explanation for their behavior. If necessary, the Principal or a designee 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 Principal or a designee the student may be suspended pending the results of the investigation. After the meeting with the student and any investigation, the Principal or a designee 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 (more than six (6) school days). Prior to issuing a recommendation for a long-term suspension, the Principal or a designee will meet with the student, notify the student of what they are 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 their side of the story or explanation for their behavior. If necessary, the Principal or a designee 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 Principal or a designee the student may be suspended pending the results of the investigation. After the meeting with the student and any investigation, the Principal or a designee 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 five (5) school days of the incident for students in grades K-5, and within ten (10) school days of the incident for students in grades 6-8, that resulted in a recommendation for long-term suspension, where a final decision will be made. At the hearing, the Principal or designee will present the information relied on to support the recommended action; the student will be given an opportunity to fully respond; the student may be represented by an attorney; and the student may present any information they want considered. The Principal or designee will act as an impartial decision maker — a different staff member than the one who collected and presented the incident information. Within the next school day, the Principal or designee will notify the parent in writing of the final determination.

At the Principal or designee'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 are suspended for more than ten (10) school days in a school year must have a manifestation determination meeting. If a student needs to be suspended for more than ten (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 ten (10) days in a school year will receive services in an interim alternative educational setting.

SECTION 9: DISCIPLINE & COMMUNITY EXPECTATIONS

PRE-EXPULSION AND DUE PROCESS PROCEDURES

Should a student 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 designee. 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:
 - The probationary period is at minimum four (4) weeks.
 - 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 student 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, the school will 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 weapon or other item that endangers school safety
- Possesses or uses alcohol or illegal drugs/controlled substances on school property or during school activities off 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 Principal or designee will meet with the student, notify the student of what they are 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 their side of the story or explanation for their behavior. If necessary, the Principal or designee 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 Principal the student may be suspended pending the results of the investigation. After the meeting with the student and any investigation, the Principal or designee 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 Principal or designee's discretion, students who are recommended for expulsion will be suspended pending a final determination about the recommendation for expulsion.

A discipline review hearing will be held within ten (10) school days of the incident that resulted in a recommendation for expulsion, where a final decision will be made about the recommended disciplinary action. At the hearing, the Principal or a designee 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 impartial decision maker will be a different staff member than the staff member who collected and presented information about the incident. The Principal or designee 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 or designee will notify the parent in writing of the final determination.

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 engage in the appeals process (*see next page*).

SECTION 9: DISCIPLINE & COMMUNITY EXPECTATIONS

APPEALS PROCESS

Families and students have the right to appeal any suspension (short-term or long-term) or an expulsion. The same appeals process below applies to short-term suspension appeals. The appeals process is as follows:

1. **Submit request to appeal in writing within one (1) school day** of being notified of the final disciplinary action. The written request should be submitted to a member of the academic leadership team.
2. DC Prep will attempt to **schedule the Appeal Hearing within three (3) days** of receiving the written request to appeal. If the parent/guardian fails to appear for the scheduled Appeal Hearing, the right to appeal is waived, and the original disciplinary decision will stand.
3. DC Prep will **conduct the Appeal Hearing**. The student and their parents/guardians, the student's teachers, appeal decision-maker, administrative representative to discuss the underlying recommendation and evidence, and others may be invited to participate in the Appeal Hearing at the discretion of the appeal decision-maker. The Appeal Hearing may include the presentation of evidence. Appeal Hearings are closed to the public, cannot be video-recorded under any circumstances, and can only be audio-recorded as required to provide accommodations pursuant to the Americans with Disabilities Act or Section 504 of the Rehabilitation Act. Requests to audio-record an Appeal Hearing must be submitted to a member of the academic leadership team **no less than 48 hours before the hearing**.
4. Following the Appeal Hearing, DC Prep will communicate the final decision in writing within three (3) school days to the parent/guardian. This decision will be final. A copy of this notification will be included in the student's cumulative file.

COMMUNITY EXPECTATIONS AND 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, including virtual learning. 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.

STUDENTS 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 the Individual with Disabilities Education Act ("IDEA") and/ or Section 504 of the Rehabilitation Act of 1973 ("Section 504"). 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 their 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.

SECTION 9: DISCIPLINE & COMMUNITY EXPECTATIONS

INAPPROPRIATE/UNSAFE 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. Through our Care for Kids and Healthy Boundaries curriculum, we proactively teach children they should always feel empowered to set limits regarding their bodies, but if they do not, it's still always okay to ask for help from an adult. We teach our students that they need to ask permission before touching another student and if a child touches another child in a way that makes him/her uncomfortable, we encourage our students to remind the student of their boundaries and ask for help from an adult. We believe it is the adult's responsibility to keep students safe in the classroom by reinforcing the expectations of asking for permission and respecting personal space. Students that engage in behaviors that may be unsafe for themselves or another student (such as kissing on the lips, laying on top of each other, removing undergarments in class, showing each other private areas, etc.) will meet with a counselor or support leader to reinforce boundaries for safety and families will be informed. If the behavior continues, a parent meeting may be scheduled with a leader to establish a plan of support and address the behavior.

HARASSMENT AND BULLYING

DC Prep is committed to having a positive learning and working environment for all students. Any conduct that creates an intimidating, hostile, or offensive learning 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 and sexual harassment of any nature. Harassment of any nature may be regarded as a violation of DC Prep's Code of Conduct and will be addressed accordingly.

DC Prep's Bullying Policies and Procedures can be found on our website.

SECTION 9: DISCIPLINE & COMMUNITY EXPECTATIONS

STUDENT-ON-STUDENT SEXUAL HARASSMENT

Sexual harassment, sexual assault and dating violence are strictly prohibited at DC Prep. Administrators will make expectations clear to students and staff that sexual harassment, sexual assault and dating violence will not be tolerated and will be the grounds for disciplinary action up to and including suspension and dismissal for students, and termination of employment for staff.

The individual designated to coordinate the school's response to reports or complaints of sexual harassment, sexual assault and dating violence and for overseeing the school's compliance with Title IX *as it relates to students* is: **Tara Iqbal**, tiqbal@dcprep.org | 202.635.4590 | 2330 Pomeroy Rd, SE, Washington, DC 20020

The individual designated to coordinate the school's response to reports or complaints of sexual harassment, sexual assault and dating violence and for overseeing the school's compliance with Title IX *as it relates to staff* is: **Emily Romero, Director of Talent Management**, eromero@dcprep.org | 202.635.4590 | 2330 Pomeroy Rd, SE, Washington, DC 20020

Any individual may report sexual harassment, sexual assault or dating violence – reports do not have to be made by the victim. Such reports can be made in person, by mail, by telephone, or by email, using the contact information listed for the Title IX coordinator or by any other means that result in the Title IX coordinator receiving the report.

All staff members are required to report any sexual harassment, sexual assault, or dating violence they witness or are made aware of. Any student who believes that they have been the target of sexual harassment, sexual assault or dating violence or who is aware of such acts is strongly encouraged to promptly report the matter orally or in writing to the Title IX Coordinator or any other trusted DC Prep staff member. Also, any person (student or staff) who is subject to retaliation in violation of this policy or who knows of another person who has been subject to retaliation is urged to report it as soon as possible.

Upon receipt of a report or complaint of sexual harassment, sexual assault or dating violence, the Title IX Coordinator will promptly coordinate next steps to address the report or complaint in accordance with DC Prep's Student on Student Sexual Harassment Policy.

For more information on DC Prep's Student on Student Sexual Harassment Policy, please refer to our website: www.dcprep.org for a full copy of the policy. You may also request a copy of this policy at the front desk of any of our campuses or by contacting the Title IX Coordinator.

SECTION 9: DISCIPLINE & COMMUNITY EXPECTATIONS

BULLYING PREVENTION

DC Prep is committed to ensuring that our schools are safe and effective learning environments, free from 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.

“Bullying” means any severe, pervasive, or persistent act or conduct, whether physical, electronic or verbal that 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 of persons with one or more of the actual or perceived foregoing characteristics; and shall reasonably be predicted to

- place a student in reasonable fear of physical harm to his or her person or property;
- cause a substantial detrimental effect on the student’s physical or mental health;
- substantially interfere with the student’s academic performance or attendance;
- substantially interfere with the student’s ability to participate in or benefit from school activities or services; or
- a. materially and substantially disrupt the education process or the orderly operation of a school.

Bullying can also include cyberbullying – 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. Cyberbullying can include electronic communication through the use of the Internet and mobile technology such as web pages, discussion groups such as instant messaging, SMS text, Instagram, or Facebook.

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. Complaints of bullying will be investigated through our structured investigative process. Supports and responses will be identified following the conclusion of the investigation and in accordance with our Code of Conduct.

SECTION 9: DISCIPLINE & COMMUNITY EXPECTATIONS

BULLYING INVESTIGATION

Bullying is strictly prohibited at DC Prep. Administrators will make expectations clear to students and staff that bullying will not be tolerated and will be the grounds for disciplinary action up to and including suspension and dismissal for students. Retaliation against anyone who reports bullying, provides information about an act of bullying, or witnesses an act of bullying is also prohibited. DC Prep will investigate and address all incidents of bullying that school staff know or reasonably should have known are occurring. To report concerns about bullying, families and students may contact the Community Assistant Principal or any other trusted school staff member.

ANACOSTIA ELEMENTARY

Dashawn Young: dyoung@dcprep.org or (202) 729-3500

ANACOSTIA MIDDLE

Angie Austin: aaustin@dcprep.org or (202) 519-3955

BENNING ELEMENTARY

Rayneshia Myers: ramyers@dcprep.org or (202) 398-2838

BENNING MIDDLE

Anthony Spivey: aspivey@dcprep.org or (202) 396-3780

EDGEWOOD ELEMENTARY

Jordyn Smiley: jsmiley@dcprep.org or (202) 635-4411

EDGEWOOD MIDDLE

Darren Daly: ddaly@dcprep.org or (202) 832-5700

For more information on DC Prep's Bullying Prevention and Investigation Policy, please refer to our website at www.dcprep.org for a full copy of the policy. You may also request a copy of this policy at the front desk of any of our campuses.

NOTES