

ACHIEVEMENT PREP

Student/Family Policies

DISCIPLINE POLICY and GRIEVANCE PROCEDURE

In addition to a rigorous curriculum, dedicated teachers, and proper materials, a secure learning environment is also vital to scholars' academic success. Achievement Prep is committed to maintaining a safe school environment in which each scholar has an equal and appropriate educational opportunity, and shall provide a fair, consistent, progressive, and developmentally-appropriate approach to scholar discipline, within the context of scholars' rights and responsibilities.

Be The DREAM Expectations

Achievement Prep is built around its five core DREAM values: **D**etermination, **R**espect, **E**nthusiasm, **A**ccountability and **M**astery. These values set very high standards for both scholars and staff alike. At Achievement Prep, it is not enough to simply stay out of trouble. DREAM requires that scholars respect teachers, classmates, and property, that they participate actively in class, that they produce top quality work in all their classes, that they help their classmates, and that they come to school every day on time, enthused and prepared to learn. Teachers teach the DREAM values and support scholars in learning them, so they are successful in meeting school-wide expectations for good behavior.

Behavior Infractions

The following list of behavioral infractions is not comprehensive; ***it only offers examples of inappropriate or unacceptable behaviors.*** While we have stated possible consequences for certain behavioral infractions, Achievement Prep staff has sole and absolute discretion to determine the consequence of each behavioral infraction.

A school-related behavioral infraction refers to the violation of this Code of Conduct occurring:

- while the scholar is on school grounds (including, but not limited to, areas immediately surrounding the school, including bus stops and nearby streets where scholars regularly walk to and from school) or school-related transportation;
- during school-sponsored activities and trips;
- during all other school-related events; and
- off of school grounds that results in substantial disruption to the learning environment.

Scholars are expected to always respond respectfully to the authority and direction of school staff. Behaviors that are considered disrespectful include, but are not limited to:

- rolling of the eyes
- making inappropriate remarks or sounds in response to a request
- questioning a staff person's action or authority in a disrespectful manner

At Achievement Prep we will not tolerate disrespect; we do allow for scholars to express disagreement in a respectful manner. The school has developed routines and procedures that

enable Scholars to easily express such disagreement with respect for all involved. Failure to disagree respectfully will result in further consequences.

Enforcement of Achievement Prep's Code of Conduct is based upon a framework of progressive discipline. Specifically, minor infractions result in less severe consequences while larger infractions result in more severe consequences. Furthermore, first-time infractions result in less severe consequences while repeated infractions result in more severe consequences.

Class Dojo

We use Class Dojo to help quantify scholars' behavior. Class Dojo will allow the school to provide scholars, families and teachers with a report on scholar behavior performance. Class Dojo will have a list of skills related to the DREAM Values and scholars can earn points for displaying these skills to the highest degree. While all scholars are expected to follow the DREAM Values, when scholars go above and beyond in displaying these values, they will be rewarded with Dojo Points.

At the end of each month, scholars will have an opportunity to review how many Dojo Points they have earned that month. Scholars can use the Dojo points to spend on a variety of prizes and opportunities at the monthly DREAM Store. Scholars must earn a minimum of 80 Dojo Points that month to visit the DREAM Store.

Scholars may earn Dojo Points by exceeding expectations in any school space and unprompted. Below are some of the ways scholars can earn Dojo Points:

| DREAM Value | Expectation |
|-----------------------|---|
| Showing Determination | <ul style="list-style-type: none">- Using coping strategies for big feelings without being prompted- Using coping strategies to help focus back on work without being prompted |
| Showing Respect | <ul style="list-style-type: none">- Using positive words to express thinking proactively- Using positive words to express feelings proactively |
| Showing Enthusiasm | <ul style="list-style-type: none">- Helping and encouraging others regularly- Using (positive) words to express needs, including asking for help |
| Showing Accountably | <ul style="list-style-type: none">- Being honest- Taking responsibility for actions prior to being asked |

| | |
|-----------------|--|
| Showing Mastery | <ul style="list-style-type: none"> - Taking care of the community (helping to clean- unprompted) - Modeling the DREAM Values, even when others are not |
|-----------------|--|

Teachers can add additional skills to their Class Dojo to help support positive scholar behavior. Scholars can earn points for exceeding expectations of these skills.

Ladder of Consequence

Scholars need to know *up front* what will happen if they do not follow an expectation. They can then choose to follow the expectation, or not follow and have it addressed with a teacher. A clear ladder of consequences is part of the structure *that makes the expectations work*.

Below is a summary of the K-3 ladder of consequences, and a more in-depth description of each follow.

| | Action / Consequence |
|--|--|
| | Minimally invasive reminder (Non-verbal, positive group correction, anonymous individual, private individual; verbal as necessary). |
| | Verbal reminder |
| | Ask scholar to use reflection tools to help them get back on track |
| | 1:1 conversation with teacher privately Logical consequences (e.g. sit with teacher to complete work)- |
| | 1:1 conversation with Culture team privately Logical consequence (decided by teacher w/ support from Culture team) Close the loop conversation between teacher and scholar |
| | Parent/guardian contact |

Minimally Invasive Reminder

When scholars are not meeting expectations they will receive support from teachers to get back on track. As teachers address scholars not meeting expectations consistently and swiftly, scholars often are able to do what is being asked of them with no additional effort from the teacher.

Verbal Reminder

When scholars continue to not meet expectations, teachers will use a verbal reminder directly with a scholar to help cue them to meet expectations and follow directions.

Reflection Tools

Scholars need to be taught how to self-regulate and given the tools and space to do so. Each classroom will have a reflection space, where scholars can participate in a breathing or movement exercise to help them settle so they can meet expectations. Scholars will also have a reflection journal that they can write or draw what they are feeling to help them self-regulate. Teachers will support

scholars to use these strategies prior to a consequence to help them feel supported and understood that they're being helped to meet expectations and not just being punished.

*Please note that the reflection space is NOT a place for scholars to have “time out” or to “sit and think”. It is a tool for self-regulation, not an isolation space.

1:1 Conversation Teacher/Scholar

Scholars who continue to not meet expectations are communicating a need through their behavior. A 1:1 conversation between teachers and scholars will allow for a scholar to verbally express what they are conveying with their behavior. Teachers will encourage scholars to explain how they feel (“I feel...because”) to learn the underlying issue to the behavior and support the scholar in figuring out ways to meet expectations. Depending on the behavior, scholars may need a consequence for their actions. Teachers will provide a logical and age-appropriate consequence for scholars based on their behavior. The consequence and the reasons for the consequence will be explained to the scholar during this conversation.

1:1 Conversation Culture/Scholar

When scholars continue to not meet expectations, despite all the teacher intervention, scholars may need some out of class support. After trying the above methods, teachers will reach out to the Culture team to assist with scholar behavior. The Culture Team will speak with a scholar in a private space to learn the underlying issue to the scholar's behavior. The Culture Team will then work with the scholar to help them be able to express their feelings and needs with their teacher. Once a scholar has been de-escalated and can express their needs, the Culture Team will return the scholar back to the classroom and conduct a “close the loop” (restorative) conversation between the scholar and teacher in which each party can express their feelings, the necessary expectations and next steps. It is here that a teacher can share logical consequences for the scholar's behavior with support from the Culture Team.

* Please note that all other methods will be tried before reaching out to the Culture Team for support except for in cases of egregious behavior where a scholar may harm themselves or others.

Parent/Guardian Contact

For egregious behavior, where a scholar is at risk of harming themselves or others, and continued refusal to follow expectations, a scholar's parent/guardian may be called by the Assistant Principal. Calling a scholar's parent/guardian or sending a scholar home will never be used as a threat.

Teachers cannot call parents/guardians regarding a scholar's behavior until the end of the school day.

Egregious Behavior & Immediate Removal from Class

There are instances in which a scholar's behavior is so egregious that he or she is immediately removed from the classroom (on red) regardless of current level/color on the behavior chart. These are few and far in between but below indicates two such instances.

- Physical aggression toward peers or adults (hitting, kicking, spitting, biting, pulling hair, scratching etc.).
- Leaving supervision

In these cases, the Assistant Principal follows conference protocol and must have the scholar complete the Expectations Violation form (regardless of whether this is a first time conference).

Suspension and Expulsion

It is the philosophy of Achievement Prep that scholars should never be removed from a learning opportunity unless their presence prevents others from learning or poses an extreme safety risk to others or the Achievement Prep community.

Out of School Suspension

Achievement Prep is a public school located in the District of Columbia and is subject to the Fair Access to Schools Act. Out-of-school suspension is one of the highest consequences and only to ensure safety and in response to the most serious offenses.

As part of the Fair Access to Schools Act, beginning in 19-20SY, no scholar in grades K - 8 may receive an out-of-school suspension or disciplinary unenrollment except where a scholar has “willfully caused, attempted to cause, or threatened to cause bodily injury or emotional distress to another person, including behavior that occurs off school grounds”.

Terms defined:

- **Disciplinary unenrollment** is defined as the expulsion or involuntary transfer of a scholar.
- **Bodily injury** is uniformly defined across the District of Columbia as “a cut, abrasion, bruise, burn, or disfigurement; physical pain; illness; impairment of the function of a bodily member, organ, or mental faculty; or any other injury to the body, no matter how temporary”.
- **Emotional distress** is uniformly defined across the District of Columbia as mental suffering or distress that requires more than trivial treatment or counseling.

All suspensions must be approved, in writing, in advance of issuance, by the Principal. If a scholar is suspended, the following must happen:

1. Notification of all suspensions must be made to parent/guardian (i) via direct phone call by school leader, and (ii) in writing and delivered to parent/guardian. Such notification **MUST** include a reason for such suspension as well as details of exact dates and timelines of suspension.
2. While on suspension, the scholar must have access to his/her academic work and have access to communicate with school personnel regarding such academic work.
3. A plan for re-entering the Achievement Prep community must be developed with school leadership and the parent/guardian. Such plan must include clear supports for ensuring that the scholar can be fully welcomed back in to the community with clear expectations for desired behaviors moving forward.

Scholars are responsible for completing academic work missed during the suspension. This work will be available in a folder for pick-up by a family member at the school daily after 4:00pm. The completed work will receive full credit, if submitted by deadlines in accordance with the school makeup policy. If a Scholar does not complete this work, the Scholar may face standard academic consequences (e.g., no academic credit).

Expulsion

Expulsion is defined as the exclusion from Achievement Prep for disciplinary reasons for the remainder of the school year or longer. Under federal law, if a Scholar is in possession of a) a dangerous weapon, b) drugs, or c) alcohol on school property, on the school bus, or at a school

sponsored function, then the Scholar may automatically be recommended for expulsion.

In addition to any of these infractions, any breaches of Federal or District of Columbia law may be handled in cooperation with the local police department and may result in expulsion.

Procedures/Due Process

For Short-Term Suspension (see below for procedures for long term suspension)

If a Scholar commits an offense that calls for short-term suspension (10 days or less), the Scholar is afforded the due process rights required by *Goss v. Lopez*, 419 U.S. 565 (1975). Such Scholar is subject to the following:

- If necessary, the scholar is immediately removed from class and/or school.
- The Assistant Principal or his/her designee addresses the conduct and assigns an appropriate consequence.
- The family is notified in writing by the Culture & Climate or his/her designee; a parent/guardian may be required to meet with the Assistant Principal regarding infractions prior to the scholar's return to school.

For Disciplinary Action: Long-Term Suspension or Expulsion

If a scholar commits an offense that calls for long-term suspension (more than 10 days) or expulsion, the following steps are taken:

- If necessary, the scholar is immediately removed from class and/or school.
- The family is notified in writing by the Assistant Principal of the long-term suspension or recommendation for expulsion.
- The school sets a hearing date (such date shall not be later than three (3) business days after the incident occurred); the scholar and/or his parent/guardian are notified in writing of the:
 - reason for expulsion recommendation; and
 - date, time and place of a hearing
- The school will make **three (3) attempts** to schedule/reschedule and hold a Disciplinary Board Hearing with the parent/guardian. Should the parent/guardian fail to attend or schedule a hearing after three (3) attempts are made by the school, the school will schedule a fourth (4th) Disciplinary Board meeting and should the parent/guardian not show, the school will proceed with the Disciplinary Board hearing without the parent/guardian present.
- The Board will wait for a maximum of thirty (30) minutes after the scheduled Disciplinary Board date and time before it cancels a meeting and deems a parent/guardian as a no show. Notwithstanding the foregoing, if this is the fourth scheduled meeting, the Board will proceed with the hearing as set forth below.
- A hearing will be convened by the Disciplinary Board of the school. The Disciplinary Board shall consist of individual(s) selected at the discretion of the ED, to be part of the Disciplinary Board. In rare cases and at his/her discretion, the ED may serve as a member of the Disciplinary Board.
- After hearing the case, the Disciplinary Board will issue a written decision to be sent to the parent/guardian of the scholar, the school's Board of Trustees, and the scholar's permanent record.
- The family of any scholar who is expelled or given a long-term suspension (more than 10 days) has the right to appeal the decision of the Disciplinary Board in writing to the ED (or to the Board of Trustees in the event the ED serves as a member of the Disciplinary Board, in which case the appeal procedures set forth below shall prevail) within 48 hours of the date

of expulsion. In such a case, the ED sets a date for the appeal, and the family is notified in writing pursuant to the procedure set forth above and given Achievement Prep's Disciplinary Board Appeal Procedures – set forth below.

Purpose

As part of its disciplinary procedures, a parent or guardian of a scholar who is expelled or given a long-term suspension (more than 10 days) has the right to appeal the decision of the Disciplinary Board in writing to the ED (or to the Board of Trustees in the event the ED serves as a member of the Disciplinary Board, in which case the appeal procedures set forth below shall prevail) within 48 hours of the date of expulsion/long-term suspension. In such a case, the ED sets a hearing date and the family is notified in writing.

The purpose of the appeal hearing shall be to review the decision(s) made by the Disciplinary Board. This means that the case will not be re-heard. Instead, the ED will review information used in the original hearing, as well as any other additional information the scholar/family provided in support of their appeal. The decision made by the ED will be made in light of the reason identified for the basis for appeal.

The scholar/family requesting an appeal identifies the reason for their appeal. The ED reviews the information regarding how the initial decision(s) was made, and may make one of three decisions:

- To grant the appeal in its entirety
- To deny the appeal and uphold the decision made by the Disciplinary Board
- To modify the decision(s) made by the Disciplinary Board

Except in extraordinary circumstances, witnesses are not part of the appeal process. During the appeal, the scholar and family meet individually with the ED who is hearing the appeal. A procedural advocate may be present at the request of the scholar/family.

Appeals

A scholar/family may only appeal based on one or more of the following:

- **The decision regarding the scholar's responsibility for a violation** – The standard used to make a decision about whether or not the scholar is responsible for violating the Code of Conduct is closest to the term “preponderance of evidence”. This means that, based on the information available at the time, it is more likely than not that a violation has occurred. In appealing a decision regarding responsibility for a violation, the scholar/family must indicate how the decision that was made was not a reasonable conclusion based on information available to the Disciplinary Board
- **Sanction** – Appealing for this reason alleges that the sanction imposed is inappropriate or unreasonable. In the appeal, the scholar/family must outline how the sanction was disproportionate given the violation committed.
- **Procedural Error** – Because this is not a court of law governed by court rules, the Disciplinary Board is expected to conduct the original hearing in conformity with procedures described in the Scholar Family Handbook under the “Expulsion - Procedure/Due Process” section. Appealing on the basis of a procedural error means that one of these standards/expectations was not upheld and that it had a substantial impact on the fairness of the disciplinary process and the outcome of the hearing.

- **New Evidence** – An appeal based on “new evidence” means that the scholar/family now has additional information that was not available at the time of the hearing and that that information would have had a substantial impact on the outcome of the hearing. If the scholar/family appeals on this basis, they must indicate in the appeal what new information is now available, how the information is sufficient to alter the original decision, and why the information was not provided at the time of the original hearing.

Procedure

The following procedures will be followed in their entirety and should not vary:

- The ED will review the decision made by the Disciplinary Board, including the minutes from the hearing and all information considered by the Disciplinary Board in reaching its decision.
- The ED will meet individually with the family/scholar to discuss the basis for the appeal. The purpose of the meeting is to provide the scholar/family with an opportunity to share their appeal request. A designated staff member, other than a member of the Disciplinary Board, will be present as a neutral third party to observe and will not participate in the hearing.
- The ED, at his/her discretion, may or may not ask additional questions of the scholar and/or family.
- After hearing the case, the ED issues a written decision within seventy-two (72) hours (excluding weekends or holidays) to be sent to the Scholar, the family, the school's Board of Trustees, and the Scholar's permanent record.

In the event the ED upholds the decision of the Disciplinary Board, the Scholar will have a last right to appeal such decision in writing to the Board of Trustees within three (3) days of the date of the ED's upholding of the expulsion.*

Any appeal is heard (*at the sole discretion of the Board Chair*), by the Board Chair, the Vice Chair and another trustee designated by the Board Chair, or by a Trustee subcommittee (of one or more Trustees designated by the Board Chair). In such a case, the Board sets a hearing date and the Scholar and his/her family are notified in writing of the date, time and location of the hearing, and the appeal procedures set forth above shall be in full force and effect. PLEASE NOTE – the Chair of the Board of Trustees may schedule hearings at his/her discretion, but may also decide to review and appeal a case based solely on a review of the documentation provided and NOT hold a meeting in person with the scholar and his/her family.

After hearing the case or deciding a case based on review of documentation, the Board of Trustees issues a written decision to be sent to the Scholar, the Scholar's family, the ED, and the Scholar's permanent record seventy-two (72) hours (excluding weekends or holidays). The decision of the Board of Trustees shall be final.

* Notwithstanding the foregoing, the right to appeal to the Board of Trustees shall only exist in the event that the ED upholds the decision of the Disciplinary Board in its entirety. Should the ED modify the original decision of the Disciplinary Board, the modified appeal decision issued by the ED shall be final and there shall be no right to further appeal.

The Achievement Prep Board Chair for the 2022-2023 School Year is Ursula Wright and she can be reached via email at uwright@achievementprep.org.

Notwithstanding the foregoing, the school may convene the Disciplinary Board for a hearing to discuss a serious matter/school violation that is serious enough in nature to warrant the same, but is non-expulsion.

Procedural Safeguards

Whenever an expulsion hearing is recommended, the above procedural safeguards will always be in effect:

- The Scholar shall receive written notice of the following:
 - A letter stating the reason for expulsion recommendation; and
 - date, time and place of a hearing.
- Notices and proceedings will be translated into the Scholar's/parent's primary language if necessary for their understanding of the proceedings.
- A scholar and/or parent, upon request, will have the right to review the scholar's records in accordance with applicable law.
- All decisions regarding long-term suspension or expulsion of a scholar will be issued to the scholar's family in writing.

Alternative Instruction

Only to the extent required by law, Achievement Prep will provide alternative instruction to scholars who have been recommended for expulsion while awaiting a determination by the ED or the Board of Trustees. The alternative instruction, only as required by law, will begin no later than two (2) days after the determination is made by the Disciplinary Board or ED to expel a scholar. The alternative instruction will occur during the school day at school, or if the scholar's infraction/behavior was so egregious that he/she should not be allowed in the school (as determined by the ED in his/her sole discretion), such instruction shall take place at the scholar's home, the nearest public library, or another place, other than the school, agreed upon by the school and the family. This alternative instruction will continue for the duration of the time the Scholar awaits disposition on his or her expulsion hearing. **The school will provide alternative instruction to expelled scholars to the extent required by law.** To the extent required by law, Achievement Prep will also provide alternative instruction for suspended Scholars for the first 10 days of suspension.

Record-Keeping

Achievement Prep will maintain written records of all suspensions and expulsions, including the name of the scholar, a description of the offending behavior, the disciplinary action taken, and a record of the number of days a Scholar has been suspended or removed for disciplinary reasons. As required, such information will be furnished to the DC Public Charter School Board.

Discipline of Scholars with Special Needs

Federal and state law provide certain procedural rights and protections relating to discipline of Scholars who have been identified under such laws as having special needs based upon a disability. A copy of these rights may be obtained from the Scholar Support Coordinator.

Manifestation Determination

Within **ten (10) school days** of any decision to change the placement of a scholar with a disability because of a violation of the Achievement Prep Code of Conduct, an Achievement Prep representative, relevant members of the scholar's IEP Team and the scholar's parent(s) must review all relevant information in the scholar's file, including the scholar's IEP, evaluation and diagnostic

results, any teacher observations, and any relevant information provided by the parent(s) to determine if the conduct in question was caused by, or had a direct and substantial relationship to the scholar's disability or if the conduct in question was the direct result of Achievement Prep's failure to implement the scholar's IEP.

The conduct will be determined to be a manifestation of the scholar's disability if the Achievement Prep representative, the parent(s) and relevant members of the scholar's IEP Team determine that the conduct in question was caused by, or had a direct and substantial relationship to the scholar's disability or if the conduct in question was the direct result of Achievement Prep's failure to implement the scholar's IEP.

If the conduct in question was caused by, or had a direct and substantial relationship to the scholar's disability (was a manifestation of the scholar's disability), the IEP Team will either conduct an FBA (unless an FBA was conducted before the behavior that resulted in the change of placement occurred) and implement a BIP; or if a BIP was already developed, review the BIP and modify it, as necessary, to address the behavior and return the scholar to the placement from which the scholar was removed unless the parent and Achievement Prep agree to a change in placement as a modification of the BIP.

If the conduct is determined to be a manifestation of the scholar's disability, because Achievement Prep failed to implement the scholar's IEP, inclusive of the scholar's BIP, Achievement Prep will take immediate steps to remedy those deficiencies.

The IEP team will only determine that the scholar's behavior was not a manifestation of the scholar's disability if all relevant information indicates that the scholar's IEP was appropriately developed and implemented and behavior intervention strategies were provided consistent with the scholar's IEP and BIP; the scholar's disability did not impair the ability of the scholar to understand the impact and consequences of the behavior subject to the disciplinary action; and the scholar's disability did not impair the ability of the scholar to control the behavior subject to disciplinary action. If any of these standards were not met, the behavior will be considered a manifestation of the scholar's disability.

If the conduct in question was not a manifestation of the scholar's disability, Achievement Prep may apply the relevant disciplinary procedures to the scholar with disabilities in the same manner and for the same duration as the procedures would be applied to scholars without disabilities except that Achievement Prep will provide services to the extent necessary to enable the scholar to appropriately progress in the general curriculum, although in another setting, and advance toward achieving the IEP goals. Additionally, the scholar will receive an FBA, as appropriate, and behavioral intervention services and modifications designed to address the behavior violation so that it does not recur.

The SSC is responsible for ensuring that the Director of Scholar Support or the Chief Legal and Policy Officer attend each manifestation determination review. On the **date on which the decision is made** to make a removal that constitutes a change in placement of a scholar with a disability because of a violation of the Achievement Prep Code of Conduct, Achievement Prep will notify the parent(s) of that decision and provide the parent(s) a copy of the Procedural Safeguards.

Gang Affiliation

Achievement Prep has adopted this policy pursuant to District of Columbia law, in recognition of the fact that gang activities at school threaten the welfare and safety of Scholars and others in the school community. The term “gang” as used in this policy refers to all groups of three or more individuals who share a common interest, bond, or activity characterized by criminal, delinquent, or otherwise disruptive conduct engaged in collectively or individually.

The purpose of this policy is to protect the health, safety, and welfare of those in the school community and to prevent the initiation or continuation of gang membership and gang activity in our school.

Prohibited gang affiliation or appearance includes: any manner of grooming or apparel, including clothing, jewelry, hats, emblems, and badges which by virtue of color, arrangement, trademark, or other attribute is associated with or denotes membership in or affiliation with any gang will not be allowed in school buildings or on school grounds, at school-sanctioned activities and events, or school-sponsored transportation. Gestures, signals, or graffiti that denote gang membership or activities are prohibited in the school building and on school grounds, at school-sanctioned activities and events, and on school-sponsored transportation. The prohibition against gang-related apparel and actions will be applied at the discretion of the staff at Achievement Prep. Consequences will be applied according to the circumstances of the infraction and may include suspension or expulsion. Achievement Prep will communicate with law enforcement regarding this policy in order to further its purposes.

Scholar Searches

In order to maintain the security of all its scholars, Achievement Prep staff reserve the right to conduct searches of its Scholars and their property when there is reasonable suspicion to do so. If searches are conducted, the school will work to ensure that the privacy of the scholar is respected to the fullest degree possible, but will balance such concerns with its predominant interest in maintaining Scholar safety and discipline. Such searches will take place in the presence of a school administrator and at least one other staff member. The parent(s) or guardian of a searched scholar will be notified as soon as possible to inform them that a search is about to or has just occurred. Should a scholar refuse to cooperate with a search request, the school will confiscate the property in questions School cubbies and desks, which are assigned to Scholars for their use, remain the property of Achievement Prep, and Scholars should, therefore, have no expectation of privacy in these areas.

GRIEVANCE POLICY FOR PARENTS/GUARDIANS

It is the policy of Achievement Prep that all employees, Scholars, parents, and visitors have the right to voice their complaints or grievances about matters pertaining to its school.

Achievement Prep recognizes the meaningful value and importance of full discussion in resolving misunderstandings and in preserving good relations between the school and families. Accordingly, the following grievance procedure should be employed to ensure that complaints receive full consideration.

What May Be Grieved

The Achievement Prep grievance process should be used as follows: (1) to deal with complaints and concerns pertaining to educational environment, or interpersonal conflicts; and (2) to resolve

complaints of discrimination and harassment based upon race, color, religion, creed, sex, national origin, age, disability, veteran status, sexual orientation, or otherwise.

Who May Grieve

The procedures set forth below may be used by grievant who are employees, Scholars, parents, or visitors.

Other Remedies

The existence of this procedure does not bar grievant from also filing claims in other forums to the extent permitted by state or federal law.

Informal Grievance

Because most difficulties can be resolved by communicating a concern to someone, grievant are encouraged to discuss their concern or harassment complaint promptly and candidly with the school principal.

The grievant is not required to discuss his or her complaint with the alleged harasser or perpetrator in any manner or for any reason prior to initiating a formal grievance.

Formal Grievance

Within ninety (90) days of encountering the harassment, discrimination, or complaint that is the subject of the grievance, a grievant shall file a written notice with the ED. Grievant may use the Grievance Form, attached hereto, which is also available online from the school website, the Front Desk of the school, or from the ED. The written notice shall identify the nature of the complaint, the date (s) of occurrence, and the desired result, and shall be signed and dated by parent/guardian and scholar filing the grievance. The ED can be reached at the contact information provided below.

The ED will immediately initiate an adequate, reliable, impartial investigation of the grievance. Each formal complaint will be investigated, and depending on the facts involved in each situation, will be decided after receiving information from the appropriate individuals. Each investigation will include interviewing witnesses, obtaining documents, and allowing parties to present evidence.

All documentation related to the investigation and discussions held in this process are considered EXTREMELY CONFIDENTIAL and are not to be revealed to or discussed by any participant with persons not directly involved with the complaint, with its investigation, or with the decision making process. This provision does not include discussions with the governmental authorities.

Within thirty (30) business days of receiving the written notice, the ED shall respond in writing to the grievant (the "Response"). The Response shall summarize the course of the investigation, determine the validity of the grievance, and the appropriate resolution.

If, as a result of the investigation, harassment, or a valid grievance is established, appropriate corrective and remedial action will be taken.

Appeals

If the grievant is not satisfied with the Response, the grievant may appeal in writing to the Achievement Prep Board of Trustees (or designee) within thirty (30) days of the date of the Response summarizing the outcome of the investigation. The written appeal must contain all written

documentation from the initial grievance and the grievant's reasons for not accepting the Response. The appeal, in letter form, may be sent to: Achievement Prep Academy Board of Trustees, 908 Wahler Place, SE, Washington, DC 20032.

Within fifteen (15) days from receiving the written appeal, the chair of the Board of Trustees (or designee) will respond in writing to the appellant as to the action to be taken and the reasons therefore.

Prohibition Against Retaliation

Achievement Prep pledges that it will not retaliate against any person who files a complaint in accordance with this policy, or any person who participates in proceedings related to this policy.

In addition, Achievement Prep will not tolerate any form of retaliation against any person who makes a good faith report or complaint about perceived acts of harassment, discrimination, or concern, or who cooperates in an investigation of harassment, discrimination, or a concern. Any person who is found to be engaging in any kind of retaliation will be subject to appropriate disciplinary action.

Modification

Achievement Prep may approve modification of the foregoing procedures in a particular case if the modification (a) is for good cause, and (b) does not violate due process rights or policies of Achievement Prep.

Contact Information

Principal: Samantha Granville

Address: 908 Wahler Place SE, Front Building, Washington, DC 20032

Phone No.: (202) 562-1307 ext 226

Executive Director: Sarah Lewis

Address: 908 Wahler Place SE, Front Building, Washington, DC 20032

Phone No.: (202) 562-1214 ext 312

Achievement Prep Board of Trustees:

Board Chair: Ursula Wright

Address: c/o Achievement Prep

908 Wahler Place, SE, Front Building, Washington, DC 20032

ATTENDANCE POLICY

Achievement Prep is committed to providing our scholars with a high-quality education. Research shows that scholars who regularly attend school have the most academic success. Given the fast pace and high rigor of Achievement Prep's curriculum, missing one day of school can have a detrimental effect on a scholar's learning. Achievement Prep strives to ensure that every scholar attends school consistently and is on time.

Attendance Requirements

All scholars who are five years or older on or before September 30th of the current school year are legally required to attend school each day until they meet high school graduation requirements or turn 18 years old. Families are expected to ensure that their scholar is in school; please work to prevent your scholar from missing days of school that are without serious cause.

Absence Notification

Parents should call/email the Front Desk at 202-562-1307 by 8:30am to notify the school that the scholar will be absent. If we do not receive notice of an absence, we will call the scholar's parent/guardian to determine the reason for the absence.

Excused Absences

An absence is excused when a scholar has a valid excuse and provides a written note from a parent/guardian (or doctor) within five days of the absence. If a valid excuse note is not provided within five days of the absence, the absence may be considered unexcused. All excused absence notes are subject to monitoring and verification.

Excusable absences include:

- Scholar illness - scholars who are absent more than 3 consecutive days for illness must provide a doctor's note
- Medical appointments - documentation must be provided and scholars are expected to attend before/after the appointment. We ask that families not schedule non-emergency appointments during school time. Families can take advantage of 12:30pm dismissal on Wednesday, as well as school holidays and vacations, to schedule appointments.
- Religious holidays (up to five total days).
- Death in the family.
- Family emergencies, such as house fire, flood, or violence in the home.
- Mandatory court appearance.

Unexcused Absences

An absence is unexcused when a scholar fails to attend school without a valid excuse (whether or not they have parent/guardian approval).

Inexcusable absences include (but are not limited to):

- Vacations during school days
- Camps or outings

- Oversleeping
- Babysitting
- Skipping class
- Non-school sponsored events

When Scholars Miss School

Achievement Prep will make efforts to identify scholars with attendance issues and work with families to create Attendance Action Plans to address those issues. If a scholar exceeds 20 absences in a school year, Achievement Prep reserves the right to retain the scholar in his/her current grade.

Achievement Prep will not retain a scholar in their current grade without making attempts to implement attendance interventions for the scholar and their family.

In order to help ensure that scholars do not exceed 20 absences, Achievement Prep has certain support policies in place. They are detailed below:

| Unexcused Absence Number | Achievement Prep Intervention and Support |
|---------------------------------|--|
| 1 | Achievement Prep will contact the family by phone the same day any scholar is absent. |
| 3 | Achievement Prep will contact the family in writing, which may be an email, regarding scholar absences. |
| 4 | Achievement Prep's administration will schedule an attendance meeting with the family, during which an Attendance Action Plan will be established aimed at ensuring attendance patterns improve. If families are unable to be reached, a home visit may occur. |
| 7 | Achievement Prep's administration will require a family meeting with the principal to discuss the Attendance Action Plan and any support needed to ensure scholar attendance. If families are unable to be reached, a home visit may occur. |
| 10 | Scholar absences scholars are considered truant according to the Child and Family Services Administration (CFSA). At 10 scholar absences, Achievement Prep is required to notify CFSA of such attendance and report scholars for truancy.* |
| 20 | Achievement Prep reserves the right to retain a scholar in his/her current grade should he/she exceed twenty (20) consecutive absences in a school year. |

*** PLEASE NOTE** – DC law requires schools to notify the Child and Family Services Administration (CFSA) of any child under the age of 16 who has been absent from school, without excuse, for ten (10) or more days.

Scholars who are absent from school cannot attend or participate in any school-sponsored activities occurring on the day of the absence, unless the school has given advance permission.

Achievement Prep keeps accurate records of attendance and will make the records available for inspection by the District of Columbia Public Charter School Board (DCPCSB) as needed. All questions regarding scholar attendance and attendance records should be directed to the school Administration.

If a scholar is absent for the first five days of school, or at least ten consecutive days during the school year, and there has been no successful contact between the family and the school to explain his or her absences, that scholar may lose his or her seat at Achievement Prep and may be considered un-enrolled from the school.

Scholar Retention

Scholars may be considered for retention when their cumulative number of unexcused absences results in the insufficient completion of course work to meet the requirements for earning course credit. Retention for missed course credits results in the scholar repeating their current grade.

Extended Absences

If you know that your scholar will be out for a week or more, please contact the Achievement Prep Main Office immediately at 202-562-1307. Documentation will need to be provided for cases of extended absences. Depending on the nature of the emergency or illness, scholars will be responsible for keeping up with their classwork. Achievement Prep will make reasonable efforts to assist in obtaining classwork and supporting scholars in keeping up with their classwork for scholars who are out for extended periods of time due to extenuating circumstances.

NON-DISCRIMINATION POLICY

Achievement Prep does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of race, color or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title B of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination in Employment Act of 1974 (ADEA). In addition, no person shall be discriminated against in admission to Achievement Prep on the basis of race, sex, color, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement. Finally, no person shall be discriminated against in obtaining the advantages, privileges or access to the courses of study offered by Achievement Prep on the basis of race, sex, color, religion, national origin, or sexual orientation.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT NOTICE (FERPA)

Safeguard of Student Information & Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

1. Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
2. Parents or eligible students have the right to request that a school correct records that they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
3. Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a parent bulletin, student handbook, or newspaper article) is left to the discretion of each school.

ADMISSION PREFERENCE POLICY

Achievement Prep participates in the MySchoolDC lottery process and will use the common timeline and lottery for enrollment. If the number of applications exceeds the number of spaces available, a lottery is held to determine the order in which Scholars are offered seats.

Per the District of Columbia School Reform Act, Achievement Prep recognizes three lottery preferences during the open enrollment period: (1) children of staff or Board, (2) siblings of current Achievement Prep Scholars (Scholars who share a biological parent with an Achievement Prep scholar enrolled during the 2022 – 2023 school year), and (3) siblings of Scholars who were offered a lottery or waitlist spot for the upcoming school year.

Scholars applying after the open enrollment period will be added to the waitlist on a first-come first-served basis. For More Information regarding My School DC, visit <http://www.myschooldc.org/>.