



District of Columbia
International School

**Student and Family Handbook
2019-20**

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Letter from School Leadership

Welcome to DC International School! This handbook is a guide to the many policies, practices, and regulations that govern our school community. It is not intended to be a complete collection of all guidelines related to students and families.

The International Baccalaureate’s Middle Years Program (IB MYP), Diploma Programme (IB DP), and Career Programme (IB CP) provide the organizing frameworks for our education program. Similarly, the IB Learner Profile provides the organizing framework for this handbook. It is a set of ten characteristics we aim to develop in our students. Each section begins with the definition of the Learner Profile characteristic. There is also an index at the end of the handbook so that you can find specific information when you need it.

It is important that every student and parent/guardian read and understand the policies in this handbook. If you have any questions or need additional information, please talk with the appropriate member of the school staff. We require that all students and parents/guardians agree to the “Student and Family Handbook Agreement” as part of registration.

We are so pleased you are on this journey with us. This year DCI will have our first graduating class, our Senior Class of 2020. In total, we will welcome approximately 1,250 students to our community from 6-12th grade.

Our mission statement reads: “DC International School inspires inquiring, engaged, knowledgeable and caring secondary students who are multilingual, culturally competent, and committed to proactively creating a socially just and sustainable world.” On behalf of all members of DCI’s faculty and staff, we look forward to achieving this mission with you and your child.

Sincerely,

Mary Shaffner, Executive Director
Deidra Bailey, High School Principal
Maya Stewart, Middle School Principal

Inquirers

“We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.”

The International Baccalaureate Continuum at DCI.

Students at DCI will be part of two contiguous IB programmes from the IB Programme Continuum. All students will engage with the IB Middle Years Programme (MYP), and then choose between the Diploma Programme (DP) or the Career Related Programme (CP).

The International Baccalaureate Middle Years Programme provides an advanced academic experience in grades 6-10. IB MYP students gain both academic and real-world experience and skills. In grades 11-12, students are provided with the coursework to earn the IB Diploma and/or one or more IB subject-specific certificates, or participate in the IB Career Programme. Students with sufficient language proficiency may also attain the Bilingual Diploma.

The MYP is implemented from grades 6-10. Both the IB Diploma and Career Programmes follow in grades 11-12. The IB MYP provides a framework of academic challenge, encouraging students to embrace and understand the connections between traditional subjects and the real world and become critical and reflective thinkers. The MYP consists of eight subject groups for student study: their “mother tongue” or “best-spoken language”, a second language, individuals and societies, sciences, mathematics, arts, physical education, and design. In the final year (grade 10), students engage in a long-term personal project allowing them to demonstrate the understandings and skills they have developed.

The Diploma Programme is comprised of six subjects groups, within which students can choose to engage deeply with a specific subject. The six subject groups are

Group 1: Studies in language and literature.

Group 2: Language acquisition.

Group 3: Individuals and societies.

Group 4: Sciences.

Group 5: Mathematics.

Group 6: The arts.

There is some subject group flexibility and students may substitute another language or individuals and societies class for their group 6 subject. Students also engage in Theory of Knowledge classes, write an Extended Essay, and compile a process journal of Creativity, Action and Service projects that they engage with over

their two Diploma Years. DCI expects approximately 150 hours of engagement with CAS projects.

The Careers Programme at DCI is comprised of five of the Diploma Program Groups, plus an additional component of Career Related Studies. Currently, we offer career-related studies in information technology and programming through our partnership with the National Academy Foundation's Academy of Information Technology structure. We plan to add additional career-related studies as the school grows. Students who successfully complete the career-related study will earn professionally recognized credentials and complete a 120-hour paid internship in their career field the summer of their 11th grade year. They will also engage in a Personal and Professional Skills class, write a Reflective Project, and compile a journal of 50 hours of Service Learning that they engage with over their CP years.

World Languages Partial Immersion Program

All DCI students participate in our partial immersion program by taking their target world language class (Chinese, French or Spanish) every day. This class focuses on explicit language and literacy instruction during their time at DCI. Students who are new to language learning at DCI will be afforded a beginning language pathway in the DCI target language track in which they are accepted. All application students will begin and maintain a world language pathway once they enter DCI. Students who enter through a member school feeder pattern will continue in their member school world language pathway.

Students are grouped by target language and target language proficiency based on member school recommendation and school assessments. These groupings are designed to allow for a variety of levels of student target language proficiency. Students with sufficient language proficiency are grouped by target language for their Individuals and Societies classes in the middle school, since these may be taught in target languages as well. Other content such as arts classes and elective classes may also be available to students in their target language. When scheduling allows, and other baseline requirements are met, seventh through tenth grade students may begin study of a third language as well. Our goal is to have students reach the maximum target language proficiency possible during their time at DCI.

Continuing Enrollment

DCI students do not need to re-apply for the following year, including for the transition from middle school (grade 8) to high school (grade 9). Various forms do need to be completed and information submitted. At the end of grade 10, families

will need to choose to pursue the IB Diploma Programme, the IB Career Programme, or a certificate track.

With permission from the Principal or Executive Director, students can take a leave of absence of up to 2 years to pursue their language in another country, to study at another IB school, or for other excused reasons.

Students who are expelled from DCI may not reapply for admission.

High School Credits and Graduation

DCI’s high school credit and graduation policies reflect our philosophy as well as adherence to DC law, DC Public Charter School Board policy, and the approach of the International Baccalaureate Organization. In effect, to earn a DC diploma, students must fulfill the obligations of DC law and, in most cases, either the structures of the IB Diploma or Career Programme.

To receive a DCI diploma, students must earn 24.0 credits (or Carnegie Units) as follows:

Subject	Credits (Carnegie Units)
English	4.0 credits
Mathematics (including Integrated Math 1, 2, and 3)	4.0 credits
Science (must include three lab sciences, including Biology)	4.0 credits
Social Studies (including 1.5 credits of US and DC History and Government, and 1.5 credits of World History)	4.0 credits
World Language	2.0 credits
Art	0.5 credits
Music	0.5 credits
Health and Physical Education	1.5 credits
Electives	3.5 credits
Total	24.0 credits

- Integrated Math 1 or 2 passed in 8th grade at DCI will count towards high school credit. A language class passed in 8th grade at DCI will count towards high school credit. Equivalent classes taken in 8th grade at other schools will be considered in a case by case basis.

- All students must also satisfactorily complete the following to earn a diploma unless the credit hours below are used for credit recovery:
 - MYP Personal Project (typically in 10th grade)
 - A class in Theory of Knowledge (ToK) or Personal and Professional Skills (PPS), typically in 11th/12th grade, which can count towards elective credits
 - The Creativity, Service, and Action Project (typically in 11th/12th grade)
 - The Extended Essay or Reflective Project (typically in 11th/12th grade)
- As well, all students must complete 100 hours of approved community service to receive a high school diploma. These hours must be documented on DCI's community service form.
- Satisfactory participation in an interscholastic sport will, in most cases, earn 0.5 Health and Physical Education Credits. No student may count more than 1.0 credits of interscholastic sports towards either the Health and Physical Education requirement or overall graduation requirements.
- An up-to-date high school course catalogue can be found [online](#).

A final semester grade of 3 must be earned to achieve credit in a class graded on the 1-7 IB scale. Certain classes will be graded Pass/Fail, with Pass being the grade for high school credit. Students must make appropriate progress towards graduation on all requirements, as determined by the Principal or designee, to be considered as moving to the next grade level.

For the IB Diploma Programme and the IB Career Programme, we will follow current rules of the IB Organisation. Please note that the IB Organisation makes final decisions as to awarding of IB diplomas and certificates.

A student with special needs who does not achieve a DC diploma shall be eligible to receive an Individual Educational Program (IEP) Certificate of Completion. The decision to pursue a program leading to an IEP Certificate of Completion shall be made by the IEP team including the parent/guardian(s) and where possible, the student. The decision shall be made no earlier than the ninth (9th) grade and shall be attached in writing to the student's IEP. DCI will comply with the requirements of the Individuals with Disabilities Education Act of 2004 and District law with regard to appropriate transition assessments.

Credit Recovery in High School

As defined by the Public Charter School Board, credit recovery is "a course of study and assessments, the successful completion of which enables a student who has

previously taken and failed a high school subject course to earn credit for that course.”

At DCI, high school students are eligible for credit recovery, at the discretion of the Principal, if they have completed the Carnegie Unit (hour) requirements for a course but have not achieved a final grade of 3 or higher (or Pass for a Pass/Fail course). Our credit recovery policy is based on our grading policy, in which students earn course grades through work assessed on the International Baccalaureate rubrics - that is, criteria-based grading.

Students in credit recovery will be offered the opportunity to complete additional learning activities and additional assessments, which will be graded by a qualified faculty member. These activities and assessments are done at a time, and at a location, determined by the Principal. Through this additional learning and work, students may meet the requirements for a grade of 3 or higher (for the final grade, using the appropriate IB rubrics for the course; or to Pass, for a Pass/Fail course). The original final grade for the course will not be replaced, and notation of credit recovery will be included on the student's transcript.

Instead of credit recovery, students may be required to retake a full course. This is at the discretion of the Principal.

Visits to Classes

We welcome and encourage parents/guardians to visit and observe their children's classes. Please contact the Principal or Assistant Principal to arrange an observation. Unannounced visits are not permitted. During visits, parents/guardians will not have the opportunity to talk with teachers during class and should be careful not to disrupt the normal flow of classes.

Knowledgeable

"We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance."

Contact Information

DC International School

1400 Main Drive NW

Washington, DC 20012

Tel: 202.808.9033 Fax: 202.787.3995

Website: dcinternationalschool.org

Email: info@dcinternationalschool.org

Facebook.com/[dcinternationalschool](https://www.facebook.com/dcinternationalschool)

Twitter.com/[dcischool](https://twitter.com/dcischool)

Staff and student email addresses: first.last@dcinternationalschool.org

- The [DCI Family Portal](#) is a great resource for families that contains calendars, staff contact info, upcoming events, and more!
- The [Parent Listserv](#) is where parents and admin can discuss school-related topics and share other relevant information. Click [here](#) to request to join.
- DCI sends weekly Sunday newsletters called the DCI Dispatch to the entire parent community. If you are not receiving the DCI Dispatch, please contact lauren.games@dcinternationalschool.org.

Daily Schedule

The school day, Monday through Thursday, runs from 8:20 a.m. to 3:35 p.m. for high school and 3:25 p.m. for middle school. On Friday the school day runs from 8:20 a.m. to 1:05 p.m. for high school and 8:20 to 1:00 p.m. for middle school. ACE activities follow each day's regular programming. Middle school follows an A Day - B Day rotation and high school follows a block schedule as outlined below.

DCI High School Schedule (Please note that high school classes meet every other day, please see the DCI SY 19-20 Calendar for a list of odd and even days):

6th Grade		7th/8th Grade		Friday (ALL)	
ATL	8:20 - 9:05	ATL	8:20 - 9:05		
Period 2	9:10 - 10:00	Period 2	9:10 - 10:00	ATL	8:20 - 9:15
Period 3	10:05 - 10:55	Period 3	10:05 - 10:55		
6th Lunch	11:00 - 11:40	Period 4	11:00 - 11:50	2/5	9:20 - 10:25
Period 4	11:45 - 12:35	7/8th Lunch	11:55 - 12:35	3/6	10:30 - 11:35
Period 5	12:40 - 1:30	Period 5	12:40 - 1:30	Extended Passing	11:35 - 11:55
Period 6	1:35 - 2:25	Period 6	1:35 - 2:25		
Brain Bk 6	2:25 - 2:30	Brain Bk 6	2:25 - 2:30	4/7	11:55 - 1:00
Period 7	2:35-3:25	Period 7	2:35-3:25	Grab and go lunch for all	

DCI High School Schedule (Please note that high school classes meet every other day, please see the DCI SY 19-20 Calendar for a list of odd and even days):

9th-10 Grade		11-12th Grade		HS Friday (ALL)	
Period 1/2	8:20 - 9:45	Period 1/2	8:20 - 9:45	Period 1/2	8:20 - 9:25
HS Family	9:50-10:15	HS Family	9:50-10:15	Period 3/4	9:30 - 10:35
Extended Passing	10:15 - 10:25	Extended Passing	10:15 - 10:25	Extended Passing	10:35 -10:50
Period 3/4	10:25-11:50	Period 3/4	10:25-11:50	Period 5/6	10:50 -11:55
Period 5/6 Part A	11:55-12:35			Period 7/8	12:00 - 1:05
Lunch	12:40-1:20	Period 5/6	11:55 - 1:20	1:05 Grab and go lunch for all	
Period 5/6 Part B	1:25 - 2:05	Lunch	1:25 - 2:05		
Period 7/8	2:25 - 3:35	Period 7/8	2:25 - 3:35		

Our Middle School “core subject areas” or core classes include English, Math, Language Acquisition, Individuals and Societies, Science, PE, Arts, and Design, in keeping with the IB approach. Our High School classes are described above with graduation requirements.

Families have been provided a calendar for the year and are also encouraged to check the [DCI Google Calendar](#) (and add our calendar to your own electronic calendar).

Religious Holidays

DC International School understands that the families of its students practice a variety of religions observing diverse holidays. The school respects and accepts these needs and asks parents/guardians to inform us in advance of planned absences or special observances/customs that the child adheres to so that learning is not compromised.

Emergency Closures

We will generally follow the DCPS closings in the event of weather emergencies, but may not in all instances. In the event of other emergencies during non-school hours, DC International School families should check our Facebook and Twitter feed and Website. Additionally, parents/guardians will be contacted through email and telephone by an automated alert messaging service.

Highly Qualified Teaching Staff

DC International School is committed to providing quality instruction for all students and does so by employing the most qualified individuals to teach and support each student in the classroom. Our teachers were chosen based on language ability, IB and/or secondary teaching experience, and their commitment to our mission.

The Federal *No Child Left Behind* Act of 2001 requires school districts that receive federal Title I funding to notify parents/guardians of their right to know the professional qualifications of the classroom teachers and paraprofessionals who instruct their child. Specifically, you have the right to request the following information about each of your child's classroom teachers and/or paraprofessionals:

- Whether the teacher has met State/District qualification and licensing criteria (charter school teachers are exempt from state licensure requirements) for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under an emergency license.
- The teacher's college major, attainment of advanced degree(s) and/or certification(s), and the field of discipline of the degree(s) and/or certification(s).
- Whether paraprofessionals provide services to your child and, if so, their qualifications.

If you would like to receive any of the information listed above for any of your child's teachers, please contact Human Resources at hr@dcinternationalschool.org.

Thinkers

"We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions."

Student Support Services

DC International School uses a *Response to Intervention (RTI)* model for addressing student instructional concerns. Designed to reduce inappropriate referrals to, or placement in, special education, RTI ensures that struggling learners are identified, supported and served early and effectively. RTI is a multi-tiered approach to help struggling learners. Students' progress is closely monitored at each stage of intervention, which may include small group instruction, to determine the need for further research-based instruction and/or intervention in general education, in special education, or both. Students who are already identified as requiring special education, 504, or English Learner (EL) services may be served in small groups, individually within the classroom, in a smaller setting or through a combination of all of the above, in accordance with their needs.

Parents/guardians are welcome to contact the Director of Student Support Services with any questions regarding formal student supports (IEP, 504, EL) services at DCI.

Child Find Policy

Introduction

Under the Individuals with Disabilities Education Act (IDEA), DC International School is responsible for conducting continuous efforts intended to identify, locate, and evaluate all children with disabilities between the ages of eleven (11) and twenty-two (22) years of age enrolled in DC International School, including children with disabilities who are homeless, children who are in the custody of the District of Columbia Child and Family Services Agency (CFSA) or committed to the District of Columbia Youth Rehabilitation Services Agency (DYRS), children who are making progress grade to grade, and highly mobile children, who are in need of special education and related services. These duties are called Child Find responsibilities. This policy establishes procedures for fulfilling Child Find responsibilities at DC International School, and applies to all children enrolled in DC International School and all staff employed by DC International School. DC International School staff is expected to know and act in accordance with the requirements and procedures established by this policy. DC International School trains staff on an annual basis to ensure staff understand and execute Child Find responsibilities.

Points of Contact

Parents are encouraged to speak with any DC International School staff if they have concerns about their child. Parents and other stakeholders should contact the following DC International School staff to discuss Child Find, the referral process, and the availability of special education programming at DC International School:

Director of Student Support Services
202.808.9022
1400 Main Dr. NW Washington, DC 20012

Target Populations

This policy and DC International School Child Find efforts apply to children between the ages of eleven (11) and twenty-two (22) years of age enrolled in DC International School, including children who are:

- Homeless;
- In the custody of the District of Columbia Child and Family Services Agency;
- Committed to the District of Columbia Youth Rehabilitation Services Agency;
- Making progress grade to grade; and
- Highly mobile children.

Outreach Efforts

To ensure the local and school communities are aware of the availability of special education and related services for eligible children with disabilities and the methods for requesting such services, DC International School provides public notice through a variety of methods:

- DC International School provides information to parents and the school community at school events such as parent-teacher conferences, back-to-school events, summer enrollment events, etc.;
- DC International School publishes information and relevant dates in school manuals, calendars, and on its website at <https://dcinternationalschool.org/dci-life/student-family-handbook/>;
- DC International School staff provides information to parents during annual parent-teacher conferences;

Coordination with Non-Educational District Agencies

To ensure coordination with appropriate District agencies to facilitate the identification, location, and evaluation of children with disabilities enrolled in **DC**

International School, DC International School maintains contacts with the following District agencies:

- The Child and Family Services Agency (CFSA);
- Department of Behavioral Health (DBH);
- Mary's Center

DC International School conducts annual meetings with representatives of the above agencies to ensure open and cooperative lines of communication regarding DC International School's Child Find, referral, and initial evaluation processes and procedures, as well as continuously updating agencies of changes in appropriate points of contact.

DC International School may establish agreements with other entities responsible for administering various education, health, and social service programs to children from birth through age 22. Those agencies include, but are not limited to: District of Columbia Public Schools (DCPS), Department of Human Services (DHS), Department of Healthcare Finance (DHCF), Department of Health (DOH), Department of Behavioral Health (DBH), Child and Family Services Agency (CFSA), and the Department of Youth Rehabilitation Services (DYRS).

Parent Engagement

Parents may obtain information about the availability of special education and related services through this policy, information posted on our website at <https://dcinternationalschool.org/dci-life/student-family-handbook/>, or by contacting the Director of Student Support Services. DC International School also maintains written materials for parents, which can be found at the front reception desk upon request. DC International School staff is required to provide information to parents upon request and at parent-teacher conferences.

Referral Processes

A referral is documentation provided by the child's parent, or other referral source, which clearly states why it is thought that the child may have a disability. DC International School is required to complete an initial evaluation and determine if a child is a child with a disability eligible for special education and related services under IDEA within 60 days of consent if the LEA moves forward with the referral process.

The 60-day requirement does not apply if:

- The parent fails or refuses to respond to a request for consent for the evaluation;

- The parent of the child repeatedly fails or refuses to produce the child for the evaluation; or
- The child enrolls in another LEA prior to the determination of eligibility.

If a parent or community member would like to request an initial evaluation to determine if a child is in need of special education and related services, please contact the Director of Student Support Services. All DC International School staff must accept an oral or written referral for initial evaluation. Upon receiving an oral referral, DC International School staff must assist any outside referral source in documenting the referral in writing, and must document the date of the referral within three (3) business days of receipt. DC International School provides a referral form to assist parents and other parties in documenting a referral. To obtain this form, please contact the Director of Student Support Services.

DC International School accepts referrals for initial evaluation from the following persons:

- A student's parent;
- The student, provided that educational rights have transferred to the student; and
- Employees of DC International School who has knowledge of the student.

DC International School maintains regular contact with community-based referral sources, and works to collaborate with community-based service providers to provide information on the availability of special education and related services and the means through which parents or organizations may submit a referral.

After DC International School has received a referral, DC International School must make reasonable efforts to obtain parental consent for an initial evaluation, which includes attempting to contact the parent at least three (3) times on three (3) different dates using at least two (2) modalities. DC International School shall conduct an analysis of existing data on the student to determine if additional assessments are necessary. Existing data that may be considered may include but is not limited to teacher observations, classroom assessments, schoolwide screenings and assessments, state assessments, student grades and records, parent reports, health records, or data from other interventions. DC International School will provide the parent of a child suspected of having a disability with information about the nature of any additionally required assessment.

Screenings

DC International School implements a comprehensive screening process to determine if a child should be referred for an evaluation, the result of which is provided to the child's parent. Screenings utilize assessments and tools that are

generally applied across the entire student population. Parent consent is not required for DC International School to conduct a uniform, schoolwide screening. A screening conducted by a DC International School teacher or specialist to determine appropriate instructional strategies for curriculum implementation does not constitute an evaluation for eligibility for special education and related services and does not require parental consent.

DC International School screenings must not delay the initial evaluation of a student who may be a child with a disability in need of special education and related services.

Response to Intervention

DC International School Response to Intervention (RtI) efforts must not delay the initial evaluation of a student who may be a child with a disability in need of special education and related services.

Parent Procedural safeguards and Rights

Parents' legal rights during the Child Find process are defined by IDEA and District of Columbia law. In the event of a disagreement, parents may pursue dispute resolution and due process rights, including mediation, due process complaints, or state complaints. Parents can learn more about their rights under IDEA by referring to the Part B Procedural Safeguards located on OSSE's website <https://osse.dc.gov/publication/rights-parents-students-disabilities-idea-part-b-notice-procedural-safeguards> or by contacting the Director of Student Support Services to obtain a copy of their procedural safeguards.

Data Reporting

In accordance with District of Columbia law, DC International School counts and reports the number of children with disabilities receiving special education and related services count annually on October 5 or the date set for the annual pupil count required by D.C. Official Code § 38-2906.

Notice of Procedural Safeguards and Grievance Procedures

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 Director of Student Support Services. Anyone who believes that DC International School has violated the regulations of Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act can submit a complaint with the Director of Student Support Services pursuant through DC International School's Grievance

Procedures. A copy of the grievance procedures can be obtained by request through the Director of Student Support Services.

Technology and Acceptable Use

Non-Chromebook Devices

On occasion, students may use non-Chromebook technology devices in their classes. These devices may include cameras, calculators, tablets, VR devices, e-readers, computers in our lab, other laptop computers, and other technological devices. Students are to use these devices with care and are financially responsible for damages incurred to these devices while in their care as a result of abuse or neglect. Our Acceptable Use Policy is outlined below. Students are required to abide by the the Acceptable Use Policy on non-Chromebook devices.

Personal Electronics

Students are not allowed to use cell phones or other personal electronic devices, such as Nintendo Switch, within the school building except under unusual circumstances. Once students have entered the DCI building in the morning, these devices must be kept turned off and concealed except during these times. Any devices in violation of this policy will be confiscated. Parents/guardians must come to school to retrieve student devices that have been confiscated.

The contents of an electronic communication device may be searched to determine ownership or to identify emergency contacts. Upon reasonable suspicion that a school rule or the law has been violated through the use of such a device, an administrator may also search for evidence of suspected wrongdoing. Any refusal on the part of a student to comply with a request to surrender the device may result in disciplinary action.

Chromebooks

Device Purpose

DCI is supplying students with a Chromebook device. This device is property of DCI. The supplied device will provide each student access to educational materials needed for each student to be successful. The Chromebook allows student access to ManageBac, Google Apps for Education, educational web-based tools, as well as many other useful sites. The supplied device is an educational tool not intended for

gaming, social networking or high end computing. DCI can and will monitor all communication on this device.

1. RECEIVING YOUR CHROMEBOOK:

School Owned/Issued Chromebooks

- Chromebooks will be distributed at the beginning of each school each year to DCI students. Parents/Guardians and students MUST agree to the Handbook, which includes Chromebook terms of use, before the Chromebook can be issued to their child. This Chromebook Policy outlines the procedures and policies for student use and for students and families to protect the Chromebook investment for DCI. Chromebooks may be collected at the end of each school year and students will be reissued the same Chromebook every year while they are still enrolled. Chromebooks can be collected at any time, and are collected prior to extended breaks when families have outstanding balances on student accounts. The school may collect student Chromebooks at any time.

Student Owned Chromebooks

- Only DCI-issued Chromebooks will be permitted for use at school.

2. RETURNING YOUR CHROMEBOOK:

- Students leaving DCI must return Chromebooks to the DCI Information Technology Department on or before their last, full school day.
- Any Chromebook not returned at the end of the year or when the student is no longer enrolled will be considered stolen property and law enforcement agencies will be notified.
- Chromebooks will be examined for damage and fees may be issued if damage is found to be beyond normal wear and tear.

3. TAKING CARE OF YOUR CHROMEBOOK:☒

Students are responsible for the general care of the Chromebook they have been issued by the school. Chromebooks that are broken, or fail to work properly, must be submitted to the IT Help Desk as soon as possible so that they can be taken care of properly. *Do not take DCI-owned Chromebooks to an outside computer service for any type of repairs or maintenance.*

3a: General Guidelines

- A soft sleeve should be purchased for transporting the Chromebook in a backpack.
- Chromebooks must have a DCI asset tag on them at ☒all times and this tag must not be removed or altered in any way. If tag is ☒removed disciplinary action will result.

- No food or drink is allowed next to your Chromebook while it is in use.
- Cords, cables, and removable storage devices must be inserted carefully into the Chromebook.
- Never transport your Chromebook with the power cord plugged in.
- Never store your Chromebook in your carry case or backpack while plugged in.
- *Students should never carry their Chromebooks while the screen is open.*
- Chromebooks must remain free of any writing, drawing, or stickers except on hard shell cover provided by student. In other words, nothing directly on the Chromebook!
- Vents CANNOT be covered.
- Chromebooks should never be left in a car or any unsupervised area.
- Students are responsible for bringing **completely charged** Chromebooks for use each school day.

3b: Carrying Chromebooks

- Transport Chromebooks with care. Carry in backpack with a soft sleeve around the Chromebook.
- Chromebook lids should always be closed and tightly secured when moving.
- Never move a Chromebook by lifting from the screen. Always support a Chromebook from its bottom with lid closed.
- Always carry your Chromebook in two hands
- Case use is required when transporting the Chromebook to and from the buildings and from classroom to classroom.

3c: Screen Care

Chromebook screens can be easily damaged! The screens are particularly sensitive to damage from excessive pressure on the screen.

- Do not lean or put pressure on the top of the Chromebook when it is closed.
- Do not store the Chromebook with the screen in the open position.
- Do not place anything near the Chromebook that could put pressure on the screen.
- Do not place anything in a carrying case or backpack that will press against the cover.
- Do not poke the screen with anything that will mark or scratch the screen surface.
- Do not place anything on the keyboard before closing the lid (e.g. pens, pencils, or disks).
- Do not place the device near magnets or anything with high electric current.
- Clean the screen with a soft, dry microfiber cloth or anti-static cloth.

- Be cautious when using any cleaning solvents; some individuals may have allergic reactions to chemicals in cleaning solvents and some solvents can even damage the screen. Try to always use water dampened towel or a highly diluted solvent.

1. USING YOUR CHROMEBOOK AT SCHOOL

- Chromebooks are intended for use at school each and every day.
- In addition to teacher expectations for Chromebook use, school messages, announcements, calendars and schedules may be accessed using the Chromebook.
- Students must be responsible to bring their Chromebook to all classes, unless specifically advised not to do so by their class teacher, whereupon they must keep the Chromebook in their backpacks.

4a: Chromebooks Left at Home

- If students leave their Chromebook at home, they will be allowed to phone their parent/guardian to bring it to school. This should occur before the school day starts or at lunch time to reduce distractions during the school day.
- Loaner computers will not be issued for students who have left their Chromebooks at home. Students will need to complete their work on paper.
- Repeat violations of this policy could result in disciplinary action.

4b: Chromebooks Needing Repair

- Chromebooks needing repair will need to be assessed by the IT department. Students can request a status update from the System Administrator on when they should anticipate their repair to be completed.
- Students and families should never attempt to fix a broken Chromebook nor should they have anyone else attempt to fix their Chromebook.
- Families are financially responsible for any damages done to the computer that are not the result of normal wear and tear.
- Loaner Chromebooks may be issued to students when their Chromebook is at the Help Desk for repair. Loaner Chromebooks will not be taken home.
- Students using loaner Chromebooks will be responsible for any damages incurred while in their possession.
- Students will be required to reimburse DCI if a loaner Chromebook is lost or stolen. The replacement cost of a loaner is the same as the standard DCI-issued Chromebook
- If a student breaks two computers beyond repair and owes for the full cost of the computer, the school will collect the student Chromebook at the end of each day until payment is made on the account. During

that time, students and families will need to work with teachers to figure out an alternate way for homework to be completed. This can be on paper, on another device, etc.

- Student computers must be operable, including having a working charger, at all times in order to access the curriculum. The technology team will repair issues with the Chromebook as quickly as possible and replace chargers that have been lost or damaged in order for students to continue their learning. Family accounts will be billed accordingly for replacement chargers or damage repair.

4c: Charging your Chromebook

- Chromebooks must be brought to school each day fully charged.
- Students need to charge their Chromebooks each evening.

4d: Passwords and Background Images

- Take care to protect your password. Do not share your password.
- Inappropriate media may not be used as a screensaver or background.
- Presence of guns, weapons, pornographic materials, inappropriate language, alcohol, drug, gang related symbols, pictures or anything else deemed inappropriate by DCI staff will result in disciplinary actions.

4e: Audio Restrictions

- Sound must be muted at all times unless permission is obtained from the teacher for instructional purposes.
- Headphones should be used at the discretion of the teacher and each student is responsible as described in the school supply list to provide and bring headphones/earbuds to school every day (under \$20)

4f: Printing from your Chromebook

In an effort to honor our environmental stewardship focus and save on printing costs from paper to ink, DCI is encouraging digital transfer of information by sharing and email information, papers, etc. If students need work printed, they may ask their teachers to do so.

4g: Account Access

- Students will only be able to login using their *@dcinternationalschool.org email account.
- Students should not login to any apps using an account other than their *@dcinternationalschool.org account on their school-issued Chromebook.
- Account login information can be supplied to students by faculty, staff, and the IT help desk.

5. MANAGING and SAVING YOUR DIGITAL WORK WITH A CHROMEBOOK

- Google Apps for Education is a suite of products which includes Gmail, Calendar, Sites, word processing, presentations, drawings, spreadsheets, forms, etc. that lets students create different kinds of online documents, collaborate in real time with other people, and store documents, as well as other files, in the cloud.
- With a wireless Internet connection, you can access your documents and files from any Chromebook, anywhere, at any time, no matter where you are.
- All items will be stored online in the Google Cloud environment.
- Prior to leaving DCI, or graduating, students that want to save any work need to use Google Takeout to transfer any work to a personal Gmail account. Please follow instructions.

6. OPERATING SYSTEM ON YOUR CHROMEBOOK

Chromebooks run a modified version of the Chrome browser. It connects to web resources, apps and extensions provided on the Internet. It does not run Windows application software or Mac application software.

6a: Updating your Chromebook

When a Chromebook starts up, it updates itself automatically, so it has the most recent version of the Chrome operating system without you having to do a thing. No need for time-consuming installs, updates, or re-imaging.

6b: Virus Protections and Additional Software

- With defense-in-depth technology, the Chromebook is built with layers of protection against malware and security attacks.
- Files are stored in the cloud, so there's no need to worry about lost homework.

6c: Procedures for restoring your Chromebook

If your Chromebook needs technical support for the operating system then it needs to be submitted to the DCI IT support staff.

7. ACCEPTABLE USE GUIDELINES

7a: General Guidelines

- DCI Acceptable Use Policy applies to all student use of Chromebook devices.
- Students will have access to all available forms of electronic media and communication, which is in support of education and research and in support of the educational goals, and objectives of DCI.
- Students are responsible for their ethical and educational use of the technology resources of DCI.
- Access to DCI technology resources is a privilege and not a right and can be revoked at any time.

- DCI teachers may determine any site that a student is not allowed to access during their class.
- Transmission of any material that is in violation of any federal or state law is prohibited. This includes, but is not limited to the following: confidential information, copyrighted material, threatening or obscene material, and Chromebook viruses.
- Any attempt to alter data, the configuration of a Chromebook, or the files of another user, without the consent of the individual, building administrator, or technology administrator, will be considered an act of vandalism and subject to disciplinary action in accordance with the Acceptable Use Policy, student handbook and other applicable school policies.
- Please see [here](#) for a student-friendly version of our Chromebook rules.

7b: Privacy and Safety

- Do not go into chat rooms or send chain letters without permission. If applicable, teachers may create discussion groups for communication among students for educational purposes.
- Do not open, use, or change files that do not belong to you.
- Do not reveal your full name, phone number, home address, social security number, credit card numbers, password or passwords of other people.
- Do not use your school email for personal email communication.
- Remember that storage is not guaranteed to be private or confidential as all Chromebook equipment is the property of DCI.
- If you inadvertently access a website that contains obscene, pornographic or otherwise offensive material, exit the site immediately and notify tech@dcinternationalschool.org.

7c: Legal Property

- Comply with trademark and copyright laws and all license agreements. Ignorance of the law is not immunity. If you are unsure, ask a teacher or parent/guardian.
- Plagiarism is a violation of the student policy and the law. Give credit to all sources used, whether quoted or summarized. This includes all forms of media on the Internet, such as graphics, movies, music, and text.
- Use or possession of hacking software is strictly prohibited and violators will be subject to discipline. Violation of applicable state, federal or local law will result in criminal prosecution or disciplinary action by DCI.

7d: Google Account

Google accounts and access will be given to all students utilizing Chromebooks. This is a requirement that gives them access to sign into the device and participate in communication with peers and staff for educational use. Students under 13 ordinarily need parent/guardian permission to have Gmail accounts, however COPPA allows DCI to act as the parent/guardians' agent and approve the accounts on their behalf. To be COPPA (Children's Online Privacy Protection Act) compliant, we must provide an-opt out process and have done that (see section 7e) so all students *will* have Google Apps accounts (including Gmail) built into the private student domain.

7e: Google Opt-Out

If you choose to opt out of Google apps then your child will not be able to utilize these tools and will not be able to take part in the program of study. In other words, if opted out, a student will not be able to successfully engage with the curriculum at DCI.

7f: E-mail and Electronic Communication

Google accounts and access will be given to all students utilizing Chromebooks. This is a requirement that gives them access to sign into the device and participate in communication with peers and staff for educational use. Always use appropriate and proper language in your communication.

- Do not transmit language / material that may be considered profane, obscene, abusive, or offensive to others.
- Do not send emails during class unless instructed to do so by a teacher or other adult.
- Do not send emails to groups of five or more students at a time unless given express permission by the technology department or a teacher.
- Do not send mass e-mails, chain letters or spam.
- E-mail and communications sent / received should be related to educational needs.
- E-mail and communications are subject to inspection by the school at anytime.
- The school reserves the right to restrict or remove student email access if these policies are violated.
- Violations of these policies may result in disciplinary action.

7g: Consequences

- The student, in whose name a system account and/or Chromebook hardware is issued, will be responsible at all times for its appropriate use.
- Password sharing is strictly prohibited. Students are responsible for the appropriate use of their *@dcinternationalschool.org account.
- Non-compliance with the policies of this document will result in disciplinary action.

- Electronic mail, network usage, and *all stored files shall not be considered confidential and may be monitored at any time by designated DCI staff to ensure appropriate use.*
- DCI cooperates fully with local, state or federal officials in any investigation concerning or relating to violations of computer crime laws.

7h: At Home Use

- The use of Chromebooks at home is required for many assignments. Comcast provides low-cost internet to students who qualify for free or reduced meals through its Internet Essentials program (www.internetessentials.com). Public libraries also offer free internet access. Students may also sign up for ACE homework help to make use of the school's internet access for homework completion.
- Chromebook care at home is as important as in school, please refer to the care section.
- Transport your Chromebook in a case or protected backpack.
- DCI-supplied filtering is provided for at home to ensure the device is used safely.

8. PROTECTING and STORING YOUR CHROMEBOOK

8a: Chromebook Identification

- Student Chromebooks will be labeled in the manner specified by the school. Chromebooks can be identified in several ways:
- Record of DCI asset tag and serial number
- Individual user account name and password
- MAC address of the Chromebook
- User tag attached to the Chromebook transport case

8b: Account Security

- Students are required to use their dcinternationalschool.org domain user ID and password to protect their accounts and are required to keep that password confidential. Do not give anyone your password or login using another person's password. This will result in disciplinary action.

8c: Storing Your Chromebook

- When students are in school and are not using their Chromebook, they should store them in a padded sleeve in their backpack.
- Use of the transport case when not in use is mandatory to prevent damage
- Nothing should be placed on top of the Chromebook
- Students are required to take their Chromebooks home everyday after school, regardless of whether or not they are needed for homework and charging purposes.

- Chromebooks should not be stored in a student's vehicle at school or at home for security and to prevent temperature related issues.
- Students are responsible for their Chromebook chargers as well as devices.

8d: Chromebooks left in Unsupervised Areas

- Under no circumstances should Chromebooks be left in an unsupervised area.
- Unsupervised areas include the school grounds and campus, the community room, unlocked classrooms, dressing rooms and hallways.
- Any Chromebook left in these areas is in danger of being stolen.
- If an unsupervised Chromebook is found, notify a staff member immediately.
- Unsupervised Chromebooks will be confiscated by staff and taken to the IT Department. Disciplinary action may be taken for leaving your Chromebook in an unsupervised location.

8e. Handling Other Students' Devices

- Students are advised not to handle other student devices or to allow other students to handle their devices.
- If, in handling another student's device, that device becomes lost or stolen, repair and/or replacement could become the responsibility of the student who was handling the device if there is evidence that the damage was done by that student as a result of negligence or intention.
- If there is no evidence that damage was done to a Chromebook by another student, charges will be assessed to the student to whom the computer is assigned.

9. REPAIRING/REPLACING YOUR CHROMEBOOK

Students should submit Chromebooks that need repair, with the transport case, to DCI IT help desk and the help desk will start a repair ticket for the device.

9a: Chromebook Repair Costs and Customer Care

Chromebook repair costs are described below, though subject to change. Students and student families will be responsible for all damages to their DCI issued Chromebook. If a device is lost or stolen the student and student family will be responsible to replace the Chromebook.

Required Replacement Charges

Replace Damaged Chromebook--\$ 110 - \$260, contingent upon original purchase price and depreciated value

Replacing Screen--\$ 30.00

Replacing Power cord--\$ 25.00 - \$50.00

Other replacement parts – student/family responsibility for payment

Chromebooks fall under a one- year warranty through the manufacturer (covering parts and manufacturer defects). This does not include broken screens or damage due to misuse/neglect. Parents/guardians are responsible for the cost of shipping to send Chromebook back for repairs if needed.

10. CHROMEBOOK TECHNICAL SUPPORT

Technical support is available as follows. If repair is necessary for a Chromebook, then the DCI IT department will submit a repair ticket for the device.

Technology Staff members will provide:

- Hardware maintenance and repairs
- Password resets
- User account support
- Coordination and completion of warranty repairs

11. CHROMEBOOK FAQ's

Q. What is a Chromebook?

A. "Chromebooks are mobile devices designed specifically for people who live on the web. With a comfortable, full-sized keyboard, large display and clickable track pad, all- day battery life, light weight and built-in ability to connect to Wi-Fi and mobile broadband networks, the Chromebook is ideal for anytime, anywhere access to the web. They provide a faster, safer, more secure online experience for people who live on the web, without all the time-consuming, often confusing, high level of maintenance required by typical computers." (Google)

Q. What kind of software does a Chromebook run?

A. "Chromebooks run millions of web-based applications, or web apps, that open right in the browser. You can access web apps by typing their URL into the address bar or by installing them instantly from the Chrome Web Store." (Google)

Q. How are these web-based applications managed?

A. Each Chromebook we provide to students will be a managed device. Members of DCI's Technology Department will maintain devices through our Google Apps for Education account. As such, the school can pre-install web- applications as well as block specific web-applications from a centralized management console.

Q. What devices can I connect to a Chromebook?

Chromebooks can connect to:

- USB storage, mice and keyboards

- SIM cards
- SD cards
- External monitors and projectors
- Headsets, earsets, microphones ☒

Q. Can the Chromebook be used anywhere at anytime? ☒

A. Yes, as long as you have a WiFi signal to access the web. Chrome offers the ability for users to work in an "offline" mode if WiFi is unavailable. ☒

Q. Do Chromebooks come with Internet Filtering Software? ☒

A. DCI provides onsite and offsite filtering, although no filter is perfect. There are several filter options, with parent/guardian choice as to which level of filtering is used.

☒

Q. What is the battery life? ☒

A. Chromebooks have a rated battery life of 6.5 hours. *We expect that students will charge them each evening to ensure maximum performance during the school day.*

Q. How often are students' eyes on screens in the classroom?

A. We asked a representative group of students to track how often they are working on their computers while at school. The result is - less than 50% of the day students were on their computers in the classroom. Much of this is collaborative with other students.

Q. Do you allow access to computer games on the Chromebook?

A. Students are sometimes allowed to play games at lunch and brunch. The access to online games is allowed, in part, to enable our computer programming class and apps/coding/games clubs to occur. Many of our students do not have access to this aspect of contemporary culture and entertainment anywhere else. Students typically do not spend their entire brunch or lunch period gaming. Survey results show that over 95% of our students value these periods most highly because it affords them access to their friends. Students who engage in off-task computer use during class (chatting, gaming) lose their privilege to have access to these features at all during the school day after one warning.

We also have a rich assortment of lunchtime time programming that includes various clubs and activities that meet without screen time.

Fewer than 20% of our students use computers during brunch and lunch (some on games typically in a group with other students, and some doing work).

Q. How do you approach student privacy and data with respect to computers?

A. Websites we use for educational purposes are typically signatories to the Student Privacy Pledge (<https://studentprivacypledge.org/>). The Children's Online

Privacy Protection Rule allows schools to consent to the collection of personal data by operators of websites and online services for the use and benefit of the school, and no other commercial service
(<https://www.ftc.gov/tips-advice/business-center/guidance/complying-coppa-frequently-asked-questions#Schools>).

- Q. Do you employ a curriculum to promote healthy and safe use of technology?
A. We use the Digital Citizenship curriculum from Common Sense Media. We recommend their parents guides as well, at
<https://www.common Sense Media.org/parent-concerns>

Library and Other School-Issued Materials

On occasion, students will borrow school-materials from the library or from the classroom. The following guidelines list the policies for borrowed materials from the library and the rest of the school

Borrowing - Print

Patrons are allowed up to five print check-outs at any given time for a loan period of twenty-one days (three weeks). Patrons must be physically present to check out print material.

Returns

Library materials should be returned to the return shelf just inside the inner library.

Renewals

Patrons have the opportunity to renew materials as long as there are no active holds. Patrons can renew their materials up to two times, extending the loan period by a total of six weeks.

Overdues

Patrons will be notified of overdue materials on a weekly basis. No overdue fines will be assessed for print materials. If a book is overdue after two periods of renewal, it will be marked as lost.

Lost/Damaged

Patrons are responsible for the full cost and or replacement of any lost/damaged materials (from the library or from other classes). Fines will be assessed and billed to student accounts on a monthly basis. In place of paying the amount necessary to replace the material(s) patrons may provide a replacement copy of the material.

Communicators

"We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspective of other individuals and groups."

Family-Teacher Communication

As families, you have trusted us with your children. You are valued partners and resources for our students' education. We value communication with you in all its forms.

We encourage you to use your child's advisor (ATL teacher in middle school or Family head in high school) as your first contact for questions and concerns. During the school year, email is usually the best way to reach advisors and other teachers. During the school week, teachers and other school staff will reply to emails within 24 hours/one business day (and generally not in the evening). Families can also call the school office and leave a phone message for a teacher response within 24 hours.

Because of the demands on their schedule, teachers cannot meet families for unscheduled meetings. If you would like to meet with a teacher, please contact that teacher to schedule a meeting. In general, nobody at the school is available for meetings between 8am and 8:30am due to student arrival. Additionally, scheduled meetings will be delayed for up to 15 minutes and will have to be started at that time with or without the parent if the organizer of the meeting has not been notified within 24 hours of tardy/absence.

Families should check ManageBac, our online portfolio and grading site, regularly, as well as their child's Google Classroom. We will provide more detailed guidance for how to use these online systems during the school year.

We aim to teach students appropriate communication and writing skills. Therefore, staff members will only reply to properly-formatted emails from students including formal grammar, spelling, and punctuation.

Kids Ride Free SmarTrip Cards

All students should have a Kids Ride Free SmarTrip (KRF) card. The KRF card is for use on Metrorail, Metrobus, and DC Circulator to and from school and school-related activities. (The KRF card may also be used for school-related events on the weekend.) KRF Cards are distributed through DCI's Business Office. There is no fee for replacement cards. The KRF card is to be used for the primary means of

transportation for student field trips. Students who do not have their KRF cards may not be able to attend field trips. Students may continue to use their DC One Card from previous years as a student ID and to access DC Public Libraries and DC Parks and Recreation facilities.

Transcripts, Letters of Recommendation, and Other Forms

DCI and its staff members may provide transcripts and letters of recommendation for students.

For records requests, please follow the DCI's Records Request Policy by filling out the online [Records Request Form](#). All inquiries should be sent to transcriptrequest@dcinternationalschool.org. Once submitted you will receive a message that your request has been received. Please allow for 5-7 days to process your request. We cannot guarantee the request will be fulfilled with less notice than 5-7 days. To protect the educational records of your student(s), electronic records will not be released to students nor families, but only to organizations, schools and/or institutions. Students/families should become accustomed to picking up transcripts by hand for confidentiality and maintenance of educational records.

Please request letters of recommendation at least two weeks in advance of the deadline. Letters for college applications must be requested one month in advance as outlined in DCI's college handbook. Requests later than this may not be fulfilled on time. Teachers and other staff members commit to providing honest recommendations. If a staff member cannot write an overall positive letter, the staff member will not agree to write the recommendation; we will not share the letters with students and families, and we will answer questions on recommendation forms honestly.

For doctors and other similar purposes, any forms that need to be completed by teachers must be submitted five business days in advance of the due date to ensure ample time to complete. Any forms received and completed by the school from an outside provider or program will be submitted directly to the provider or program (not the parent/guardian).

World Language-Related Policies

World Language Track Change: Students are accepted by lottery into one of DCI's three world language tracks (Chinese, French and Spanish). Students may only

switch to another language track through the lottery process, except in the following circumstances upon approval by the Principal:

- After one year for a student from a feeder school, if the student is experiencing persistent failure in the language.
- After middle school for a non-feeder school student, if the student has experienced persistent failure in the language.
- If a student is an identified English Language Learner whose primary language is Chinese, French and Spanish but is in a different language track and is struggling in both target language and English language classes. In such cases, a student may be approved to move to his/her/their home language track.
- If sufficient use/need is documented, a student may switch to an already-proficient language.

Any change, as outlined above, must be approved by the Principal. Students may not switch language tracks for any other reason.

Studying a Third World Language: In order to begin studying a third language (in addition to English and the language track), a student must:

- be in seventh grade or above;
- have completed Phase 3A in his/her/their language track if coming from a feeder school or have completed Phase 2A in his/her/their language track if coming from a non-feeder school;
- have a final MYP grade of at least a 5 in his/her/their language track; and
- not be in support classes (due to scheduling conflicts).

Placement in a third language is contingent on meeting these requirements and on a determination that there is room in the student's schedule and in the requested language class.

A student may continue studying a third language provided the student maintains his/her/their GPA and maintains a final MYP grade of 5 in both his/her/their language track and in the third language; otherwise, based on consultation with the Principal, Director of Language Learning, and counselor, the third language may be dropped.

Principled

“We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.”

Academic Honesty

At DCI we place a high value on honesty and this extends to work submitted for assessment. Our expectations are set out below. All members of the community need to be aware that the school treats academic dishonesty - *malpractice* with intent, and *misconduct* which may be inadvertent - as a very serious matter.

DCI subscribes to the International Baccalaureate’s definitions of *malpractice* and *academic misconduct*, which include, but are not limited to:

- Plagiarism (the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment)
- Collusion (the act of collaborating with someone else on an assessment exercise which is intended to be wholly your own work, or the act of assisting someone else to commit plagiarism or other malpractice)
- Taking unauthorized material into an examination room
- Stealing examination materials
- Disruptive behaviour during examinations
- Disclosure of information about the content of an examination paper within 24 hours after a written examination

The academically honest student does:

- Acknowledge help from family members, older students and friends
- Acknowledge the source of direct quotations
- Acknowledge information taken from books, the Internet and other media
- Acknowledge reference materials in a bibliography
- Know what constitutes cheating and abides by the rules
- Follow all exam rules

The academically honest student does not:

- Use notes during a test unless allowed by a teacher
- Copy from another student during a test
- Copy from the homework of another student
- Hand in work as his/her/their own that has been copied, including using google translate or any other unauthorized translation site and/or copying a translated sentence or phrase on work in a target language
- Do homework for another student

- Give another student his/her/their own work to copy

In a cohesive and comprehensive way, students will receive instruction in:

1. Use of the Library and Internet.
2. Basic note taking skills.
3. Simple paraphrasing and adaptation of source material.
4. Ways to acknowledge informally in writing and speech.
5. Relevant use of direct quotations and citations.
6. Simple ways to acknowledge information derived from electronic sources.
7. Writing a bibliography.
8. What constitutes cheating.
9. Target language online translation use [policy](#).

In keeping with the philosophy and practices of the International Baccalaureate, particularly the Learner Profile and Approaches to Learning, and our restorative justice approach to discipline, instances of academic dishonesty will be discussed at a meeting between the teacher, student, parent/guardian, and the principal or a designee. The meeting will generate a restorative set of consequences. Consequences will always include a redo of the affected work or task. The student's ATL grades will be affected.

In that spirit: Portions of this handbook have been adapted from the handbooks of other schools including Alice Deal Middle School, Washington Yu Ying Public Charter School, and the Community Charter School of Cambridge, as well as from laws and policies of the DC government. The academic honesty policy has been adapted from several policies currently shared on the IBO OCC, used in schools around the world, *Academic honesty: guidance for schools, September 2009 (updated 2011)* and the position paper *Academic Honesty in the IB* by Jude Carroll (July 2012).

Safety, Order, and Student Discipline

DCI has adopted policies, procedures and plans to ensure a safe and supportive school environment that:

- Emphasizes care, effective communication and quality relationships based on mutual respect;
- Values effort, presents achievable but challenging expectations, builds self esteem and encourages students to be responsible and independent learners; and
- Promotes the development of knowledgeable, morally and socially responsible citizens who are self-determined.

DCI students are expected to demonstrate the attributes of the Learner Profile and follow our school wide expectations:

- Follow directions of all staff the first time
- All communication should be positive and constructive
- Keep hands, feet, and objects to yourself
- Respect self, others, and property
- Remain actively engaged in learning at all times

Parents and guardians also play an integral role in creating a Safe and Supportive School Environment. Parents/guardians have the right to:

- Be a partner in a supportive and safe school environment that fosters quality relationships, mutual respect and effective communication;
- See their child experiencing success through meaningful and relevant curriculum;
- Feel safe;
- Be treated with care, cooperation, courtesy and respect.

Parents/guardians have a responsibility to:

- Actively support and contribute to the development of a safe and supportive school environment;
- Support and encourage their children to participate to the best of their ability in all aspects of the curriculum;
- Behave in a way that respects and supports the safety and well being of self and others;
- Treat others with care, cooperation, courtesy and respect.

Parents and Guardians are encouraged to:

- Inform the school of any situation or information that is relevant and concerns their children's behavior;
- Encourage their children to follow the school Rules and Learner Profile;
- Support their children in taking responsibility for their behavior by using problem solving strategies;
- Attend any meetings arranged by the school to discuss their children's behavior; and
- Work in partnership with DCI to develop a safe and supportive school environment.

Dress Code

The purpose of our dress code is to encourage a focus on academics, rather than fashion, and to emphasize a scholarly atmosphere while at school. Families have received the complete dress code separately, and it is also available in the appendix. Students have detention and other consequences if they are not dressed according to the dress code.

Suspension and Expulsion

DCI will only consider student suspension or expulsion for serious or repeated conduct that violates the rights of others in the school community by causing, attempting to cause, or threatening to cause bodily injury or emotional distress. DCI aims to be a low-suspension/no expulsion school. Suspension is defined as the denial of the right of a student to attend DCI, including all classes and school activities, for a defined period of time, not exceeding ten school days. Expulsion is the denial of a student's rights to attend DCI, including all classes and school activities, for at least one school year or longer. DCI may request parents/guardians to spend days at school with their children in lieu of suspension.

We believe in consequences that allow students to make restitution rather than excluding students from learning. DCI will observe the tenets of restorative justice as much as possible because DCI believes that students belong in school, and that punishment does not change behavior, but positive intervention does. DCI will utilize restorative justice practices such as logical consequences, restorative conferences, peace circles, family conferences, and peer juries in order to be proactive about preventing suspension or expulsion. The discipline provisions of IDEA are observed regarding consequences for students with disabilities.

For short-term suspensions (5 days or less) the decision to suspend a student shall be made by the Dean of Students or Administrative Designee with or without the recommendation of the student's teacher or other school employee. The Dean of Students or Administrative Designee will determine the number of days for suspension based on the severity of the infraction, the age of the student, and previous infractions. The suspension shall become effective immediately unless otherwise stated by the Dean of Students or Administrative Designee. DCI requests that a parent/guardian attend a meeting with the Dean of Students or Administrative Designee before a student may return to school.

DCI Expulsion Process

Any student involved in a very serious discipline incident (outlined in the DCI Discipline Chart below) may be a candidate for long-term suspension (more than 6 days, maximum of 10 days) or expulsion. IDEA discipline provisions are observed in cases regarding students with disabilities.

A School Judiciary Committee meeting will be held prior to a long-term suspension or expulsion determination. The School Judiciary Committee consists of the Dean of Student, Grade Level Principal, relevant staff members, the student, and the

student's family. If the student or the student's parent/guardian cannot understand English, the school shall provide an interpreter. The student may be represented by counsel or other persons. If the student has a 504 Plan or IEP, the Director of Student Support Services and/or the student's Case Manager will also be in attendance. The student and the student's family is invited to share all pertinent information about the student's behavior and experience at DCI.

All School Judiciary Committee meetings will follow the same process, including the following:

- A clear outline of the meeting's agenda
- A presentation of statements and evidence concerning the behavioral incident by DCI staff
- An opportunity for the student and family to share evidence
- An opportunity for DCI staff, the student, and family to share statements of support on behalf of the student
- *If the student has a current IEP or 504 plan, or is in the process of creating one, DCI must determine if the behavior is a manifestation of the student's disability. If there is a positive manifestation determination, the IEP team will schedule a meeting to develop a plan for the student.*

All School Judiciary Committee meetings will be led by the Grade Level Principal. Only the Principal or Executive Director may make the decision for suspensions exceeding ten days or expulsion. The decision to long-term-suspend or expel a student shall be made in writing and given to the parent/guardian within twenty-four hours of the School Judiciary Committee meeting. The student's parents/guardians have five school days to challenge the suspension or expulsion by submitting an appeal of the decision, in writing, to the Chair of the Board of Trustees. The Board of Trustees will issue a decision in writing to the parents/guardians and the school administration within five school days after receiving the appeal. The Chair of the Board of Trustees shall convene a special meeting of a committee of the Board of Trustees to consider the appeal of the suspension or expulsion. The student and his or her parents/guardians, the student's teachers, a Principal or Administrative Designee, and other school staff may be invited to participate in this special meeting as the Board sees fit. The decision of the Board of Trustees in affirming or reversing a Principal's or Administrative Designee's decision is final.

The basis for disciplining, suspending or expelling students with disabilities shall be no different than the basis for such actions taken against students without disabilities. Reasonable accommodation of a student's disabilities shall not prevent DCI from disciplining, suspending or expelling students when behavior not related to the disability threatens the health, safety or welfare of a student, teacher or staff member or repeatedly impairs instruction for the student's classmates. However, under IDEA 2004 students with disabilities are entitled to certain additional procedural protections during the discipline process. These protections include, but

are not limited to, requirements for a meeting to determine if behaviors resulting in expulsion or suspension longer than ten (10) days are a manifestation of a student’s disability.

DCI Discipline Chart

The following are categories of inappropriate behaviors and the attending consequences to support behavior change and ensure school safety:

<p>Tier 1 Tier 1 behaviors are those behaviors that are insubordinate or cause minor disruption to the academic environment but do not involve damage to school property or cause bodily or emotional harm. Tier 1 behaviors result in classroom-level disciplinary responses that <i>may</i> be elevated to administrative response if they are not successfully abated by the teacher.</p>	
Example Behaviors	Possible Consequences
<ul style="list-style-type: none"> • Off task behaviors • Not finishing work or homework • Non compliance • Chewing gum • Littering • Tardiness • Being in an inappropriate area in the classroom • Inappropriate displays of affection • Communication with staff and peers that is not polite, courteous, or respectful • Unauthorized use of portable electronic devices (i.e. cell phones) during school hours • Leaving classroom without permission • Any behavior or other conduct not specifically enumerated in any other tier that is insubordinate or causes minor disruption to the academic environment but does not cause bodily or emotional harm to self or others 	<ul style="list-style-type: none"> • Classroom based restorative consequence (it may be appropriate for this to take place during lunch, brunch, or after school) • Verbal redirection • Teacher/student conference • Family contact • Loss of classroom privilege • Other school-based consequences as approved by the Dean of Students
	Possible Supportive Interventions

<p>Tier 2 Tier 2 behaviors are those behaviors not specifically enumerated in any other tier that cause disruption to the academic environment, involve damage to school property, or may cause minor harm to self or others. Tier 2 behaviors result in school-based and administrative disciplinary responses.</p>	
Example Behaviors	Possible Consequences

<ul style="list-style-type: none"> • Documented pattern of persistent Tier 1 behaviors • Noncompliance with an approved dress code • Unexcused absence from class • Unauthorized presence in hallway during class time • Unexcused absence from school • Inappropriate or disruptive physical contact between students (including unsafe play) that does not cause bodily harm • Directing profanity or obscene/offensive gestures toward students or staff • Throwing objects that could cause injury or damage property • Any behavior or other conduct not specifically enumerated in any other tier that causes disruption to the academic environment, involves damage to school property, or may cause minor bodily or emotional harm to self or others • Intentional misuse of school equipment or facilities • Inappropriate use of DCI technology or network (restricted websites, offensive emails) • Acts of vandalism, destruction of property, or graffiti (tagging) • Sale or distribution of any item without authorization • Gambling • Academic dishonesty, forgery, lying to or giving misleading information to school staff 	<ul style="list-style-type: none"> • Restorative consequence (it may be appropriate for this to take place during lunch, brunch, or after school) • Verbal redirection • Teacher/student conference • Family contact • Loss of school privileges (including, but not limited to the use of school technology or participation in extracurricular activities) • Referral to DCI Discipline Team for temporary removal from classroom • Other school-based interventions as approved by the Dean of Students
	<p>Possible Supportive Interventions</p> <ul style="list-style-type: none"> • Individual behavior chart with individualized incentives and/or consequences • Organized relationship building with peers or staff • Restorative circle or conference • Temporary removal from class to reflect about incident and set goals with a staff member • Referral for counseling • Organized environmental supports (fidgets, seating alternatives, etc.) • Teaching and tracking student use of new coping strategies

<p>Tier 3</p> <p>Tier 3 behaviors are those behaviors not specifically enumerated in any other tier that cause significant disruption to the academic environment and/or threatens to, attempts to cause, or does cause bodily harm or emotional distress to self or others. In addition to lesser consequences, Tier 3 behaviors may result in either on or off-site Suspension (except in response to unexcused tardiness or absence).</p>	
<p>Example Behaviors</p> <ul style="list-style-type: none"> • Documented pattern of persistent Tier 2 behaviors • Possession or distribution of obscene or pornographic material on school premises • Possession or use of tobacco, alcohol, marijuana, controlled dangerous substances, imitation controlled 	<p>Possible Consequences</p> <ul style="list-style-type: none"> • Restorative consequences • Family Conference with School Staff • Loss of school privileges (including, but not limited to the use of school technology or participation in extracurricular activities) • Referral to Dean of Students for removal from classroom

<ul style="list-style-type: none"> substances, inhalants, other intoxicants, or drug paraphernalia • Unauthorized possession, use, or distribution of over-the-counter medication • Verbal, written, or physical threat to person or property (including intimidating postures) • Obscene, seriously offensive, or abusive language or gestures • Communicating slurs based on actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, or place of residence or business, including derogatory sexual language • Engaging in sexual acts on school premises or at school-related functions • Leaving school without permission • Posting or distributing material or literature that is disrespectful, demeaning, humiliating, or damaging to students and/or staff. This includes posting material on internet or sending material electronically (via email or cell phone) • Engaging in behavior that demonstrates gang/neighborhood crew affiliation (displaying clothing or gestures associated with gangs) • Hazing • Documented theft of school or personal property without force • Bullying, or using humiliating, or intimidating language or behavior including Internet bullying • Possession of tools or instruments which school administrators deem could be used as weapons • Engaging in reckless behavior that may cause harm to self or others • Extortion • Fighting where there is no injury and no weapon • Trespassing or inappropriate/unauthorized movement on campus • Acts of exceptional misconduct at other schools • Vandalism/destruction of property over \$500 • Any behavior or other conduct not 	<ul style="list-style-type: none"> • On-site Short-Term Suspension with provision of appropriate special education services • Off-site Short-Term Suspension
	<p style="text-align: center;">Possible Supportive Interventions</p> <ul style="list-style-type: none"> • Individual behavior chart with individualized incentives and/or consequences • Restorative circle or conference • Temporary removal from class to reflect about incident and set goals with a staff member • Organized environmental supports (fidgets, seating alternatives, etc.) • Teaching and tracking student use of new coping strategies • Scheduled check-in's or conferences with staff • Referral to mental health and community resources (including DCI based and/or off-campus counseling) • Modified schedule

<p>specifically enumerated in any other tier in this chapter that causes significant disruption to the academic environment or causes harm to self or others</p>	
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<p>Tier 4 Tier 4 behaviors are those behaviors not specifically enumerated in any other tier that disrupt the safety of school operations and/or threatens, attempts to cause, or does cause significant bodily harm or emotional distress to others. In addition to lesser consequences, Tier 4 behaviors may result in off-site Suspension or Expulsion.</p>	
<p>Example Behaviors</p> <ul style="list-style-type: none"> • Documented pattern of persistent Tier 3 behaviors • Interfering with school authorities or participating a major disruption of the school's operation • Tampering with, changing, or altering an official school record or document • Persistent harassment based on actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, or place of residence or business • Lewd or indecent public behavior or sexual misconduct • Sexual harassment • Retaliation for reporting harassment and sexual harassment • Fighting which creates substantial risk of or results in bodily harm • Inciting others to violence or disruption • Activating false alarm (for example, fire alarm) • Contaminating food • Possession of a weapon or replica or imitation of a weapon (including toy guns) • Possession of drug paraphernalia or controlled substance, irrespective of the amount or type, pursuant to the criminal statutes of the District of Columbia, codified at D.C. Official Code § 48-1101 et seq. (2001) • Selling or distribution of marijuana, 	<p>Possible Consequences</p> <ul style="list-style-type: none"> • Restorative consequence (may be appropriate for this to take place during lunch, brunch, or after school) • Family Conference with School Staff • Loss of privileges and participation in extracurricular activities • On-site Long-Term Suspension • Student Judiciary Committee Meeting to determine if Off-site Long-Term Suspension or Expulsion is appropriate <hr/> <p>Possible Supportive Interventions</p> <ul style="list-style-type: none"> • Student Judiciary Committee Meeting to determine next steps • Scheduled check-in's or conferences with staff • Referral to mental health and community resources • Referral to alternate school placement

<p>prescription drugs, controlled dangerous substances, imitation controlled substances, inhalants, other intoxicants, controlled or drug paraphernalia</p> <ul style="list-style-type: none"> • Causing serious disruption or damage to school's computer systems, electronic files, or network • Possession of fireworks or explosives • Theft or attempted theft using force, coercion, intimidation or threat of violence • Assault/physical attack on student or staff • Participating in group fight which has been planned, causes major disruption to school day or results in substantial bodily injury • Using an article that is not normally considered a weapon to injure another individual • Use, threatened use, or transfer of any weapon • Use, possession, or bringing to school a loaded or unloaded firearm, as defined in 18 U.S.C. § 921 (2000), including but not limited to pistols, blank pistols, starter pistols, revolvers, rifles, and shotguns. Any behavior that violates the Gun Free School Act. • Commission or attempted commission of any act of sexual assault or sexual aggression • Arson • Biohazard • Bomb threat • Any behavior or other conduct not specifically enumerated in any other tier in this chapter that is illegal, causes significant disruption to the school operation, or causes substantial bodily and/or emotional harm to self or others 	
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Public Displays of Affection

Students are not to engage in inappropriate public displays of affection while at school, on school grounds, or at school-sponsored activities. Inappropriate touching with hands or other parts of the body is not permitted.

Bullying

A key responsibility of DC International School is to educate students in a respectful and positive environment. Acts of bullying, harassment and intimidation are an

attack on our core values. In keeping with our mission, DCI has established a comprehensive bullying prevention policy which can be found in the index. This policy protects the dignity and safety of the DCI community and describes DCI's prevention strategies to identify and prevent incidents by connecting youth to necessary services. DCI will promptly report and investigate all incidents of bullying, harassment and intimidation and provide appropriate remedies for victims of an incident. All members of the DCI community are encouraged to report instances of bullying or harassment promptly, using the [DCI Bullying Reporting form](#).

Personal Materials

While we aim to provide a secure school, DCI is not responsible for loss or theft of student property. Please avoid bringing large or expensive equipment such as athletic gear to school.

Students are responsible for making sure they bring the materials they need for the learning to school each day. These include a fully charged chromebook, a pen/pencil, a notebook, earbuds, and a water bottle. Teachers are not expected to provide students with these items.

To ensure the safety of students and staff, DCI maintains the right to search students and their property if there is reason to believe a school rule or state law has been violated. To that end, school officials may search student coats, backpacks, or other personal belongings. Student lockers are subject to search by school officials. All of these policies are subject to applicable laws.

Rollerblades, skateboards, and scooters are not allowed to be used on school property. Any rollerblades, skateboards or scooters ridden on campus will be confiscated and returned at the end of the day after family contact. Students may not carry these items with them during school; they must be stored in the classroom or office of a faculty member.

The school's policy is that, in cases of accidents that happen in the normal course of the school day, we do not pay and do not try to facilitate parents/guardians paying for other students' materials. (For instance, if, in a basketball game, a student's glasses are accidentally knocked off and broken, the school will not take responsibility for the loss.)

Annual Notification of FERPA Rights

The Family Educational Rights and Privacy Act (FERPA) affords parents/legal guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's education records.

These rights are:

(1) The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents/legal guardians or eligible students should submit to DCI's FERPA Administrator using the following form ([English](#); Spanish) to request the record(s) they wish to inspect. The FERPA Administrator will make arrangements for access and notify the parent/legal guardians or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate. Parents/legal guardians or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the FERPA Administrator, clearly identify the part of the record they want changed and specify why it is inaccurate. If the FERPA Administrator decides not to amend the record as requested by the parent/legal guardians or eligible student, the FERPA Administrator will notify the parent/legal guardians or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/legal guardians or eligible student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by DCI as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom DCI has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent/legal guardians or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by DCI to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Any questions, concerns or requests to inspect or review records should be sent to:

FERPA Administrator
DC International School
info@dcinternationalschool.org

Open-Minded

“We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.”

Diversity

DCI is an incredibly diverse community. We see diversity as one of our greatest strengths. Respect for each other’s cultural backgrounds, and for those of students and families, is of paramount importance. At all times, we seek to positively use students’ backgrounds on behalf of their learning. Disrespect for or denigration of other cultures will not be tolerated.

Family Partnership

At DCI, we believe family partnership is critically important to our students’ and our school’s success. Both families and school staff have responsibilities in this area.

Parents/Guardians and Supportive Family Members will:

- Contribute 20 hours per year of volunteer time to the school
- Work towards establishing and maintaining positive, solution-centered Family-School partnerships;
- Ensure that students are prepared, willing and able for learning each day through:
 - Monitoring and supporting students' nightly, in-home learning
 - Holding students accountable for their in-home learning, nightly studying, homework, reading, etc.
 - Monitoring daily nutrition, hygiene, and sleep
 - Holding students accountable for having the materials they need for the learning day (fully charged chromebook, pen/pencil, earbuds, water bottle)
- Ensure that students are dropped off on time for school and that students are picked up promptly at the end of school or after-school clubs and activities;
- Strive to provide students with waste-free, healthy lunches;
- Communicate any unique difficulties or situations to the teachers and/or administrative staff in a timely and respectful fashion;
- Return forms, permission slips, etc. in a timely manner;
- Establish and maintain two-way communication with teachers and administrators;
- Actively support DCI's development, volunteering, and fundraising

- initiatives, including the Voyager Campaign;
- Actively support and participate in DCI sponsored events;
- Actively promote DCI in public forums and spaces

School Staff will:

- Initiate consistent, positive contact with all families
- Make themselves accessible to families at flexible times that are clearly communicated and provide multiple ways for families to get in touch
- Use information about families' backgrounds, strengths, and preferences to differentiate communication to families
- Create proactive systems for soliciting and responding to families' feedback, suggestions or concerns
- Create plans to address families' feedback and follow-up on the plan accordingly
- Use information about families' backgrounds, strengths, and preferences to enrich learning and curriculum.
- Provide frequent information on student academic performance

We ask that families not ask staff members for donations to parents/guardians, students, or individual student causes/efforts. It creates inequities and ill feelings when some causes are donated to and others not.

Field Trips

Our city and area provide fantastic opportunities for our students to connect with our curriculum. We aim to use frequent field trips to increase student learning. As part of our opening Agreement with families, parents/guardians give blanket permission for trips using Metro bus, subway, walking, and/or licensed school bus in DC, Maryland, and Virginia. Information about trips will always be communicated in advance as well, and families can opt out of field trips (although alternative educational activities may not be available).

Students may not be allowed to go on field trips if they have a significant number of other absences, behavior issues, or missing work. As well, they may not be allowed to go on field trips if they do not bring their KidsRideFree or a SmarTrip card.

International Trips

DCI's mission of inspiring culturally competent global citizens with proficiency in a second language cannot be realized solely through classroom learning. International

learning experiences are at the core of DCI's curriculum, and all students are encouraged to travel abroad twice during their middle and high school years.

Currently international trips for each of the language tracks are offered over the summer for rising ninth graders who are returning to DCI for high school. DCI is continually assessing the program and will make changes to offerings as needed to best align to DCI's mission and priorities. Students will only have the option to attend the trip offered by their language track or, when specifically approved, to attend the trip for their third language.

The DCI high school international travel program will facilitate independent student travel and learning experiences abroad. Students, with DCI's help and recommendations, will choose international programming that fits their own interests, goals and language experience. A catalog will be shared of recommended programs and organizations, and students are encouraged to research their own learning opportunities to find study abroad options that help them achieve their personal goals. In general, students may not leave DCI during their 11th and 12th grade years because of the intensity and rigor of the DP and CP programs.

Purpose and Goals

The purpose of these international travel opportunities is to fully immerse students in the language and culture of a host community, strengthening students' language skills, and exposing them to new cultures and perspectives. This is an integral experience that will aid DCI's mission of inspiring culturally competent global citizens.

On DCI-sponsored international trips, each student will:

- Experience full language and cultural immersion through homestays and active participation in the host community;
- Create ongoing, lasting relationships with the host community through pen pals and reciprocal exchange whenever possible;
- Participate in meaningful, community-driven service projects;
- Link, explore, and apply what was learned abroad to improve the DCI community.

Financial Responsibility

To help relieve the financial strain of international travel on individual families, DCI has budgeted funds to cover part of the cost, and the PTO created the Voyager Fund which raises additional funds to support international travel for eligible DCI students. Each Spring, the Voyager Fund hosts a campaign in which all families are asked to donate what they can. These trips benefit the entire DCI community, so all members are encouraged to help support these programs. Any funds that are not used during the current year will rollover to the next, creating a structure that will benefit all DCI students.

To make the trip for rising ninth graders attainable for all students, families are asked to contribute approximately 20% of the total cost, which includes a non-refundable deposit. However DCI is committed to ensuring that cost does not keep any student from participating.

Families will be expected to pay the cost of high school international travel programming and/or to support their students in obtaining funding. DCI will also work with students to help them find outside grants, scholarships, and funding options. This will include grants, based on available funding, awarded through the Voyager Fund.

Student Eligibility

While all students are offered the opportunity to participate in DCI's international travel opportunities, international travel is a privilege and a serious commitment. Students are expected to demonstrate that they are committed to being knowledgeable communicators in the target language and principled members of the DCI community. Because of this, students with suspensions and other serious discipline infractions may not be permitted to participate in school-sponsored international trips. Additionally, DCI's international trips work in conjunction with curriculum taught in the classroom. Students need to prove mastery of this content by earning a final grade of a 4 or above in their language class and demonstrating a commitment to communicating in the target language. Please note that students must be returning to DCI for the 9th grade in order to participate in the international trips offered in the summer between middle and high school.

International travel does pose some inherent risks and requires that students act responsibly while abroad. DCI reserves the right to rescind permission to participate in a trip if a student does not meet behavioral expectations leading up to the trip or does not consistently exhibit the necessary skills. Ultimate decisions regarding participation are made by the administration. Should a student become ineligible to participate in a trip before the trip has begun, his/her/their family will be refunded the amount contributed towards the trip, minus the non-refundable deposit. Should a student act in a way that is irresponsible, dangerous, or illegal while on a DCI-sponsored trip, he/she/they will be sent home immediately at the cost of his/her/their family. Refunds will not be available to students who choose to attend other schools for high school or who remove themselves from the trip for personal reasons.

Caring

"We show empathy, compassion, and respect. We have a commitment to service, and we act to make a positive difference."

Counseling

DCI aims to create an environment that supports the academic, social, and emotional well-being of all students. DCI provides preventative and intervention services within the school, and also provides students and families with relevant information on community-based resources.

Our student support team is accessible to students and families. In collaboration with the school counselors, students and families can explore support service options ranging from school-based support to a referral for support at a community agency or with your primary care physician. Should a mental health crisis occur during the school day, it will be handled in the same manner as a medical emergency. A parent/guardian will be contacted first. In the event that a parent/guardian cannot be located, school officials may choose to take action independently, as they would in a medical emergency.

If a student is a danger to him/herself or to another person or is at risk of being harmed by someone, by law, the counselor is required to report information to the appropriate agencies. In other circumstances, the counselor will observe appropriate student confidentiality policies.

Advising

We believe it is important for every student to have one faculty member who is in touch with her/him personally on a regular basis and is well-informed of the student's overall academic and social status within the school. Our advisory program has a teacher-student ratio that allows all students to personally know an adult in the school who cares about them and who acts as a mentor, role model and advisor.

Advisors are the primary point of contact for students' families and do the primary outreach to them; they advocate for the student and seek to connect the student to opportunities within the school; they stay on top of student academic and social progress and problem-solve as necessary.

Families are encouraged to use the advisors as their first point of contact for questions and concerns.

Community and Service

Environmental stewardship and social justice ground our students' learning in the local community and the planet. While the IB naturally incorporates these principles, DCI will make these more visible and explicit in instructional design and activities. Using the IB's interdisciplinary approach and projects, students and faculty will delve deep into environmental and social issues that affect their community and planet.

All students participate in community and service activities aimed at improving our city and our world and at increasing the relevance of student learning. As previously stated, all high school students must complete 100 hours of approved community service, properly documented, to receive a high school diploma.

Dispensing of Medication

We have trained medication administrators on staff, as well as a school nurse provided by the Department of Health. No student is permitted to carry any over-the-counter or prescription medications on his/her/their person or in the bag he/she/they brings to school during the school day. The exception to this is prescription inhalers for asthma and an injection of epinephrine for anaphylaxis. The school office is happy to store extra emergency medication for any student. Please contact the school prior to arrival on the first day if you have any specific medical questions or a condition that requires management at school. The school does not stock any cold remedies such as cough drops or vitamins. We cannot administer any medication without proper documentation/authorization. Please visit <http://dcps.dc.gov/page/health-and-wellness> for the following forms:

- Medication and Treatment Authorization Form
- Asthma Action Plan
- Action Plan for Anaphylaxis

Vaccines & Annual Medical Exam

Every student is required to have on record up-to-date immunizations and medical exam as required by D.C. law. A student may be excluded from school for lack of immunizations.

Medical Dismissal

School leaders may dismiss an ill or injured student during the school day if we are unable to house the ill or injured student adequately. Families must respond promptly when called to pick up their child for a medical reason. A parent/guardian may authorize the student to return home on his/her/their own if the school deems that the student is well enough to manage the travel. The school reserves the right to call emergency transport and/or 911 to care for any student deemed to have an emergent illness or injury, whether or not the school can reach the parent or guardian. In such an event, the school makes every effort to locate and communicate with a family member immediately.

Sexual Health Education

DCI offers sexual health education as a part of its curriculum. Our curriculum complies with DC standards and national best practices. To the extent practicable, program instruction materials for our curriculum shall be made reasonably accessible to parents/guardians, educators, school administrators, and others for inspection and review.

Emergency Procedures

Emergency procedures are a very serious part of the school routine. Whether in a drill or an actual emergency, the actions that students and staff take are the same. Students will be trained in where to go and what to do during a fire drill, shelter in place drill, and inclement weather drill. Misbehavior during these drills will be considered a threat to the safety of others, as it would be in an actual crisis situation.

Notice of Non-Discrimination

In accordance with Title VI of the Civil Rights Act of 1964 ("Title VI"), Title IX of the Education Amendments of 1972 ("Title IX"), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Age Discrimination Act of 1975 ("The Age Act"), applicants for admission and employment, students, parents/guardians, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with DC International School are hereby notified that DC International School does not

discriminate on the basis of actual or perceived: race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, family status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an interfamily offense, or place of residence or business.

For inquiries or to file a complaint regarding DC International School 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 the Director of Student Support Services and Section 504, ADA, Title VI, Title IX, and Age Act Coordinator.

Risk-Takers

“We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.”

Success at DCI

We are strong believers in the “growth mindset.” When students and educators have a growth mindset, they understand that intelligence can be developed. Students focus on improvement instead of worrying about how smart they are. They work hard to learn more and get smarter. Based on years of research at Stanford University, we know that students who learn this mindset show greater motivation in school, better grades, and higher test scores.

With a growth mindset:

- Teachers collaborate with their colleagues and instructional leaders, rather than shut their classroom doors and fly solo. They truly believe that all students can learn and succeed—and show it.
- Parents/guardians support their children’s learning both inside and outside the classroom. They partner with teachers and respond to outreach. They worry less about advocating for their children to get good grades and focus on making sure kids are being challenged and put in the effort needed to grow.
- Students are enthusiastic, hard-working, persistent learners. They take charge over their own success.

We know that we are all learners. The harder we work and the more open we are to improvement, the more we will learn and the stronger we will become.

Tutoring

Tutoring and academic support opportunities are provided during the school day, after school, and through ACE. There will be a formal plan for tutoring on an as needed basis; DCI expects families to support these efforts to ensure students attend assigned tutoring session.

If parents/guardians are interested in obtaining the services of a tutor for their child beyond these in school supports, they should first discuss this with their child’s classroom teachers to confirm that the need really exists. During the school year, parents/guardians are welcome to approach any staff member who does not

currently teach his or her child to arrange outside tutoring. During summer vacation, any willing teacher may be approached for tutoring. The tutoring, however, may not occur on the DCI campus at any time.

Balanced

“We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.”

ACE (Athletics, Clubs, and Extracurriculars)

Every school day, from 3:45 - 6pm, we offer a variety of clubs and sports for DCI students. Descriptions of each club and their meeting dates will be communicated in advance of signups for each Trimester. There are fees to cover the cost of Middle School ACE sports and clubs after school, while High School clubs remain free with the exception of some fees for athletics.

Students may sign up for clubs and interscholastic sports Mondays through Thursdays. Most sports and some clubs will be held two days a week while some clubs may be held one day a week. Friday, we have special ½ day ACE offerings from 1pm-6pm.

Information regarding DCI’s athletics program may be found in the Athletic Handbook in the appendix and all Athletics inquiries should be directed to the Athletic Director.

While After School Clubs are run by our Director of Extracurricular Programs, we have a vibrant Lunch Club program that is mostly student-run and completely free for both Middle and High School students. Students (and Faculty/Staff) are welcome to propose clubs to the Director of Extracurricular Programs at any time in the school year. To start a new club, a student needs five friends also willing to join and an adult sponsor who works at the school or is a parent of a current DCI student.

We have created ACE to ensure your child has an excellent after school and lunch experience with DCI. Our clubs, activities, sports, and travel will provide a safe, supportive and fun atmosphere of learning and cooperation for all students.

Students may be excluded from ACE clubs or athletics if they violate established policies or if needed for order and safety. The ACE Registration Information documents, which are updated each trimester of ACE and sent to all DCI families, list all rules, policies, and fee information.

Attendance

Students are expected to be in school on time and stay for the entire day, every day that school is in session.

Tardiness & Absences

Attendance and tardiness will be recorded in each class throughout the school day. If a student must be absent, families should notify the school and provide a note/email containing the reason for the absence within five days of the absence in order to have it be excused. Families will be contacted if their child is absent without explanation. Excessive tardiness will result in tardy reflections and other disciplinary consequences.

Please contact the front office at (202) 808-9033 or email reception@dcinternationalschool.org by 8:30 am, should your child be absent or tardy. Please include the student's name, date of absence, reason for absence or tardiness, and contact number for parent/guardian. Upon your child's return to school from an absence, a written note, with your student's name, date of absence and reason of absence must be turned into the Front Office. All notes should be submitted to the front office in person or by email to reception@dcinternationalschool.org. If your child is absent four or more consecutive days due to illness, you must submit a doctor's note to mark absences excused. If no documentation is submitted, the absence will be considered unexcused. Reporting the absence does not automatically excuse the absence.

Excused absences are granted in accordance with school policy. Valid reasons for absence from school include:

1. Illness of the student or doctor's appointment;
2. Exclusion due to quarantine, contagious disease, infection, infestation, or other condition requiring separation from other students for medical or health reasons;
3. Illness or other immediate family emergency which requires the presence of the student outside the school;
4. Death in the student's immediate family;
5. Necessity for a student to attend any judicial proceeding as a party or witness;
6. Observance of religious holy days;
7. Suspension or expulsion from school by an administrator;
8. Temporary closing of the school facility or suspension of classes due to severe weather, official activities, holidays, malfunctioning equipment, unsafe or unsanitary conditions, or other conditions requiring the closing of the school facility or suspension of classes; and
9. Other absences approved in advance by an administrator upon the written request of a parent/guardian.

Extensive absences significantly diminish the ability of the student to learn. Families are expected to schedule recreational activities and vacations only during designated school breaks. Please note no more than 10 absences may be excused without a doctor's note or Principal's permission.

Students with excused absences will be allowed to make up required work; however, they will typically need to make up the work within the same number of days as the length of the excused absence.

DCI will sometimes excuse absences for family trips or activities with an educational or student-centered purpose. The student must make up work *and* write a Learner Profile essay for the advisor. The Learner Profile (LP) essay consists of one paragraph on how the student used or learned about one Learner Profile attribute for each day of absence. For instance, if a student is absent for four days, the student must write four paragraphs, one each on four different LP attributes. The student should submit the essay to his/her/their advisor and parents/guardians should forward it to reception@dcinternationalschool.org to have the student's attendance updated. The student has one week upon his or her return to complete this assignment. Excusing absences for family trips or activities is at the discretion of the Principal or designee, and will not be excused for students with other excessive absences.

Unexcused Absences

Unexcused absences are when school-aged students are absent from school without a valid excuse, with or without parental/guardian approval. Examples of unexcused absences include babysitting, doing errands, cutting classes, shopping, and oversleeping.

Students with unexcused absences may be required to make up work using out-of-school time such as after school.

Consequences of Unexcused Absences

The District of Columbia Compulsory School Attendance Law 8-247 and DC Municipal Regulations Title V Ch. 21 govern mandatory school attendance and the ways schools must intervene when students are truant. Students who have an unexcused absence may be subject to the following: individual/group counseling to address attendance needs; participation in the creation of, and adherence to, an Attendance Intervention Plan; parents/guardians of students with five unexcused absences will be requested to participate in a truancy conference; middle school students with ten or more unexcused absences will be referred to the Child and Family Services Agency (CFSA) for suspected educational neglect; twenty five or more unexcused absences will result in a student/parent /guardian referral to the

Office of the Attorney General or Court Social Services. Course grades or year-end promotion may be affected.

The Compulsory School Attendance Law states that parents/guardians who fail to have their children attend school are subject to the following: truancy charges may be filed against the student or parent/guardian; neglect charges may be filed against the parent/guardian; parents/guardians may be fined or jailed; school-aged students may be picked up by law enforcement officers during school hours for suspected truancy; students may be referred to the Court Diversion and other community-based interventions; and parents/guardians and students may be assigned community service and placed under court supervision/probation.

Our grievance and appeals process, described at the end of this handbook, applies to attendance determinations and consequences.

Early Dismissal

Should a student need to leave the school day early, please send a written note to the front office or email reception@dcinternationalschool.org. Notes must include student name, date of early dismissal, time of early dismissal, parent/guardian name and reason for early dismissal.

Homework

At DCI, the purpose of homework is to encourage student independence and extend learning time. Homework supports learning in one of four ways: pre-learning (introductory activities); checking for understanding (feedback for the teacher on what the student knows or can do); practice; and processing (to reflect on or apply new concepts, such as a summative task).

We recognize that students have varying responsibilities outside of school, parents/guardians have varying abilities to help children with their homework, and that parents/guardians have varying resources to purchase or locate supplies, etc. Because of this, homework should be able to be completed independent of adult assistance or resources other than those provided by the school. Because we believe that teachers are crucial to student learning, students should not be expected to master new concepts through homework.

Students should lead *balanced* lives: homework time for students should total no more than 2 hours per school night, and we do not give homework over winter or spring vacations. (Teachers can provide suggested practice websites and similar resources.)

The Role of Parents/Guardians in Homework

Parents/guardians are encouraged to...

- Ask their child about what the child is studying in school
- Ask their child to show them any homework assignments
- Assist their child in organizing homework materials
- Help their child create a plan for completing homework
- Provide an appropriate space for their child to do homework

Parents/guardians may, if they wish...

- Help their child interpret assignment directions
- Proofread their child's work, pointing out errors
- Read aloud required reading to their child
- Give practice quizzes to their child to help prepare for tests
- Help their child brainstorm ideas for papers or projects
- Praise their child for hard work on homework

Parents/guardians should not...

- Feel required to teach their child concepts or skills the child is unfamiliar with (please encourage the child to ask the teacher for additional help)
- Complete assignments for their child
- Allow their child to sacrifice sleep to complete homework

(Adapted from *Rethinking Homework: Best Practices That Support Diverse Needs* by Cathy Vatterott (ASCD, 2009).)

Food and Drink

In general, students can drink water from a water bottle at any time and place during the school day. Teachers or other staff may restrict water drinking during certain times. Students can only eat, or drink beverages other than water, during lunch or other specified times, and only in specified locations. No candy, gum, sunflower seeds, soda or other high-caffeine/high-sugar beverages are allowed at school. DCI may also ban other food or drink products for health, learning, and cleanliness reasons.

DCI is not a nut-free school. Students are expected to understand and manage their allergies through self-advocacy. However, due to severe allergies among our students, peanuts and peanut-containing foods may only be allowed in specific areas of the school.

The school will provide a healthy breakfast, served from 7:45 a.m. to 8:15 a.m. (note that students arriving after 8:15 a.m. are late), and lunch, with purchase options following D.C. regulations. There are no refrigeration options available for food and drink brought from home. Students may use designated microwaves during lunch time, and other times if given explicit permission, to heat food and/or drinks in microwavable containers.

Students are not allowed to bring sweets, cookies, cupcakes, etc. to school, including for birthdays. These violate the Healthy Schools Act and often create disturbance in the school. Parents/guardians and students are not allowed to have food such as pizza delivered to school. Parents/guardians are not allowed to bring such food to school (for more students than their child), for the same reasons. If a student does not bring lunch to school, that student will need to eat school lunch; we will not be able to deliver food to students or arrange for pickup from reception.

Reflective

"We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and development."

Grading

Our grades tell students and parents/guardians two important things: How the student is doing in *learning each subject area*, and how the student is doing in *learning to be a student*.

Traditional grades mix these things, and end up not being clear about either: is a student getting a B+ because he did all the homework, because the teacher likes her, because she's a good test-taker, because he participates in class, because she knows 88% of the material?

We use mastery-based grading, in which the subject-area grades convey how well the student mastered the content based on the content-specific criterion. In the MYP, the 1-8 "best fit" scale for each criteria convey a student's progress in the course. In the Diploma and Careers Programmes the "best fit" scales may vary but are still competency related and derived from IB rubrics. All grades, including quarterly and semesterly report grades are not an average of what the student got during each quarter (with, for example, 20% for homework, 30% for tests, and so on). Our mastery-based grading is aligned with rubrics from the IB and conveys how well the student has learned the major objectives of each subject.

In addition, students will receive grades and narrative comments on the elements of the IB Approaches to Learning -- skills that have relevance across the curriculum that enable students to 'learn how to learn'. This is where 'non-academic' but essential elements of learning such as homework completion and participation are graded. (You can, after all, learn math without doing any homework, or do all your homework and still not learn math -- but both learning math and doing homework are important!) While the grades are given by the student's advisors, they reflect students' work across the subject areas.

Grading in MYP core subject areas: In the MYP, each core subject has four criteria, or objectives, which are graded. Each quarter, MYP students receive a mastery grade for each of the four criteria, based on an eight-point rubric. (These grades are based on the formative and summative task grades that have been entered in Managebac.). Each semester, there is also a final overall grade for the course, based on a modal average of the mastery grades for each of the four criteria. This overall course grade

is calculated on a seven-point scale. For instance, in English (Language and Literature), the objectives are: Analyzing, Organizing, Producing Text, Using Language. Students receive a grade (1-8) for each of these objectives each quarter, and also receive an overall 'final' course grade (1-7) for English. In high school, semester grades of 3 are required to 'pass' the course. DCI does not have an "A/B/C/D/F" scale and no conversion to one as these values vary considerably from school to school.

Grading in the CP and DP: The number of criteria and levels of achievement on assessment rubrics can vary, but assessment DP and CP assessment at DCI is still competency based, derived from IB standards and based solely upon what students will need to know, understand and be able to do to succeed in their terminal assessments at the end of Grade 12. Each quarter, students will be given also an overall grade for each CP or DP course, calculated on a seven-point scale. Grades of 3 and above are required to 'pass' the course. DCI does not have an "A/B/C/D/F" scale and no conversion to one as these values vary considerably from school to school.

Parents/guardians can check any assignment grade during the quarter using the online ManageBac system.

Grading in Approaches to Learning: Students also receive a grade of Almost Always, Usually, Sometimes, Rarely, or Almost Never, for each of the five ATL skill clusters: *Communication, Collaboration, Self-Management, Research, Critical and Creative Thinking*. The grades are based on students' work across the subject areas. The advisor also writes a narrative comment about the student's strengths and areas for improvement in collaboration with their subject teachers.

There will typically not be grade changes after the end of the quarter, except in the case of an error on the part of the teacher. Students will typically not be allowed to submit new or revised work after the end of the quarter, as per our Assessment Policy (linked below).

Resubmission: Students may resubmit summative task products and assessments (contingent upon an on time, complete, initial submission) within a five school-day window which begins when students receive a grade and/or teacher feedback on their initial submission. This is to allow students to build this feedback into their work to improve the quality of the learning outcome.

Late Submissions: The resubmission window is not a flexible deadline, and should not be treated as such. If students need extra time to complete a task and do not receive accommodations or modifications to learning tasks that automatically build this in, teachers may, at their discretion, allow extra time and supports, in order for students to complete tasks well.

The full, updated assessment policy may be viewed, in English and Spanish, [here](#) and in the appendix.

Student-Led Conferences

After the first and third quarter quarters, we have student-led portfolio conferences. The student prepares a portfolio of work across subjects showing their progress in each of the ATL skills. The student, parent/guardian, and advisor meet together to review the portfolio. Student-led conferences move the student to the center of the report process as opposed to being a passive bystander. Moreover, they allow students to use and demonstrate the interdisciplinary skills that they are learning in a real and significant context.

This way of doing conferences emphasizes the Approaches to Learning skills as the topic of discussion, rather than the subject grades. This is intentional so that students (and their families) focus on the cross-cutting skills they are learning in all of their courses.

Promotion and Course Repetition Policy

In middle school (grades 6-8), there is not a specific grade that is “failing.” Decisions about repeating courses, and/or staying at the same grade level for a second year, will typically be discussed collaboratively by the subject teacher, the advisor, the counselor, the student, and the parent/guardian. The Principal makes final decisions about course repeating and promotion/retention.

In high school (grades 9-12), a final semester grade of 3 or above must be earned to achieve credit in a class graded on the 1-7 IB scale. Certain classes will be graded Pass/Fail, with Pass being the grade for high school credit. Students must make appropriate progress towards graduation on all requirements, as determined by the Principal or designee, to be considered as moving to the next grade level. Please see the information in the *High School Grading and Credits* and the *Credit Recovery* sections for additional information.

Grievance Policy

It is the policy of DC International School that all employees, students, parents/guardians, and visitors, have the right to voice their complaints or grievances about matters pertaining to its schools. DCI recognizes the meaningful value and importance of full discussion in resolving misunderstandings and in preserving good relations between management and employees and between the School, its students and their families. Accordingly, the following grievance procedure should be employed to ensure that complaints receive full consideration.

What May Be Grieved

DCI's grievance process should be used as follows: (1) to deal with complaints and concerns pertaining to educational environment, employment arrangements, 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 other protected status.

Who May Grieve

The procedures set forth below may be used by grievants, who can be employees, students, parents/guardians, or visitors.

Other Remedies

The existence of this procedure does not bar grievants from also filing claims in other forums to the extent permitted by state or federal law. The filing of a grievance under this procedure does not toll or extend the time periods set by federal, state or local law to file external complaints or charges.

Informal Grievance

Because most difficulties can be resolved by communicating a concern to someone, grievants, are encouraged to discuss their concern or harassment complaint promptly and candidly with their immediate supervisor, the Business Manager or School Administration. The grievant is not required to discuss his or her complaint with any alleged harasser or perpetrator in any manner or for any reason prior to initiating a formal grievance.

Formal Grievance

After encountering harassment, discrimination, or an incident that is the subject of a grievance, a grievant shall file a written notice with the Human Resource Department. 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 the person filing the grievance. In the event of a grievance being filed on behalf of a student by the legal guardian or parent of the aggrieved student, both the student and the legal guardian and/or parent shall sign and date the grievance.

School Administration 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 sources. Each investigation may 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,

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 School Administration shall respond in writing to the grievant (the "Response"). The Response shall summarize the course of the investigation, the relevant factual findings 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 DC International School 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 the Chair of the Board of Trustees. Within fifteen (15) days from receiving the written appeal, the Board of Trustees will respond in writing to the appellant as to the action to be taken and the reasons therefor. The Board may be contacted at boardchair@dcinternationalschool.org.

Prohibition Against Retaliation

DCI pledges that it will not retaliate against any person who files a grievance in accordance with this policy, or any person who participates in proceedings related to this policy. In addition, DCI 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

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

Board of Trustees

DC International School is a non-profit corporation 501(c)(3) with an appointed Board of Trustees. The Board of Trustees plays a key role in setting forth the vision for the school and ensuring the school's mission is fulfilled. The Board, as the governing body of DC International School, selects, evaluates and supports school leadership; provides strategic direction for the school; and ensures adequate financial resources and legal compliance. In doing so, the Board of Trustees ensures

the success of the academic program, faithfulness to the terms of our charter, and long-term viability. A list of current Board Members is available on the DCI [website](#).

Updates

Updates to the policies in the Family Handbook will be announced through the weekly Dispatch and/or other forms of communications with all of our families.

Appendix

Section	Documents to add to appendix	Links to docs if available
Inquirers		
Knowledgeable		
Thinkers		
Communicators	Cell Phone Policy	Cell Phone Policy
Principled	Dress Code Bullying Prevention Policy Bullying Reporting Form Discipline Chart	Bullying Prevention Policy Updated for SY1920 Reporting Form Updated for SY1920 Discipline Chart
Open-Minded		
Caring		
Risk-Takers		
Balanced	Athletic Handbook	Athletic Handbook Sports Forms - add links School Calendar - add link
Reflective	Resubmission Policies	HS Grading Policy MS Grading Policy