DCI ★★★ District of Columbia International School

Student & Family Handbook

School Year 2023-2024

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 Programme (IB MYP), Diploma Programme (IB DP), and Career-related 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 appendix at the end of the handbook that links out to additional 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 graduate our Senior Class of 2024. In total, we will welcome approximately 1615 students to our community from 6th-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,
The DCI Leadership Team

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 participate in two contiguous International Baccalaureate (IB) programmes from the IB Programme Continuum. All students engage with the IB Middle Years Programme (MYP), and then choose between the Diploma Programme (DP) or the Career-related Programme (CP).

The IB MYP provides a rigorous academic experience in grades 6-10. IB MYP students gain both academic and real-world experiences 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-related Programme. Students with sufficient language proficiency who take the required specialized classes may also attain the IB Bilingual Diploma. Regardless of whether they choose the DP or the CP Programme, all students at DCI sit for IB examinations at the end of 12th grade. Success on their exams can result in the awarding of college credit. DCI covers the full cost of exams for all students, and we also provide targeted academic support in grades 11-12 to ensure that students are fully prepared for the rigor of these assessments. Failure to sit for an exam could result in a balance due to the school for exams that were paid for previously.

The MYP is implemented from grades 6-10. The DP and CP Programmes follow in grades 11-12. The MYP provides a framework for 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: English, the student's language track, Individuals & Societies, sciences, mathematics, arts, physical education, and design. Each subject must be studied for the equivalent of 50 hours of instruction per year over five years (grades 6-10), or the equivalent. 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 throughout the program.

In 10th grade, students decide whether they will follow the DP or CP Programme. Each programme has a total of seven classes, five of which are subject groups that are required for each programme path.

The five subject groups that all students take are:

    Group 1: Studies in language and literature
    Group 2: Language acquisition
    Group 3: Individuals and Societies
    Group 4: Sciences
    Group 5: Mathematics

The 6th and 7th classes depend on the programme that students choose.

    Diploma Programme:
    Group 6: Students have the choice between arts, additional language, additional science, additional history
    7th class: Theory of Knowledge

    Career-related Programme:
    Group 6: Career-Related Studies in Health Sciences or Information Technology
    7th class: Personal and Professional Skills

In the Diploma Programme, students write an Extended Essay that they work on over two years, and engage in 150 hours of Creativity, Action, and Service.

In the Career-related Programme, students also write a long-form essay called the Reflective Project and engage in at least 50 hours of Service Learning.

Both programmes are college-preparatory, and the choice of program mostly comes down to what students are most interested in for that 6th class. An infographic summarizing the programs can be found [here](#).

Being a DCI student means being an IB student. IB for All makes DCI special. The DP and CP programmes in most schools are test-in, invite-only, or only available in private schools. At DCI we believe all students deserve this great education. Students are expected to engage in elements of the IB programme fully and in good faith, including taking in-class assessments and final exams for each enrolled course at the end of the programme in their senior year.

World Languages Partial Immersion Program

At the Middle School level, all DCI students participate in our partial immersion program by taking their target language acquisition class (Chinese, French, or Spanish) daily, like they would Math or English. This class focuses on explicit language and literacy instruction during their time at DCI. In addition, depending on their level of language proficiency, Middle School students also take Individual & Society, Art, and an elective course in the target language.

At the High School level, in 9th and 10th grade, students take Language Acquisition and an Art in the target language and could also take a target language elective. Once they enter the DP or CP program (11th and 12th grade), most students take one target language acquisition class. If they have achieved native-like proficiency by the end of 10th grade, students could take Language and Literature in their target language in the Spanish or French track. In addition, some students who meet the requirements and showed interest in adding a third language, can continue studying a third language if they select it as their Group 6 subject.

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.

Upon entry to DCI, 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 middle school, since these may be taught in target languages as well. Other content such as arts classes and other specials 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.

Language Learning Program

Target Language Placement

All application students will begin and maintain a world language track once they enter 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.
- Students who enter through a member school feeder pattern will continue in their member school target language track.

Upon entry to DCI, students' target language proficiency is analyzed in order to determine appropriate placement. In the case of students who join us from member schools, we analyze the member schools' language recommendations, as well as the target language and literacy data they submit. In the case of students who join us from other schools, we assess them during the summer or at the beginning of the school year using STAMP language subtests. Each subsequent year, the DCI language team uses internal (summatives) and an external assessment (STAMP) in order to determine where students are in their language acquisition journey, based on the IB Language acquisition phases below), and place them into courses accordingly. This placement process acknowledges that students go through the language acquisition process at different rates and require different levels of challenge and support at each stage.

IB Language Phases	
Phase 1	Emergent
Phase 2	Emergent
Phase 3	Capable
Phase 4	
Phase 5	Proficient
Phase 6	

Target language courses

At the Middle School level, all DCI students participate in our partial immersion program by taking their target world language acquisition class (Chinese, French, or Spanish) daily, like they would Math or English. This class focuses on explicit language and literacy instruction through communicative and authentic tasks. In addition, middle school students with sufficient language proficiency also take Individual & Societies and Art in the target language. If their schedule permits, they may also take an elective course in the target language. This year, a new elective for students who are new to the target language has been added to increase their time immersed in the target language.

At the High School level, in 9th and 10th grade, students take Language Acquisition and, in some cases, Art in the target language, and could also take a target language elective if their schedule permits. Once students enter the DP or CP program (11th and 12th grade), there are four course options open to them depending on their proficiency level at the end of 10th grade. Most students will take one of three Language Acquisition course options in their target language (Ab Initio, Language B Standard Level or Language B High Level). If they have achieved native-like proficiency by the end of 10th grade, students could take Language and Literature in their target language in Spanish and French tracks. In addition, some students who met the requirements and demonstrated interest in adding a third language (see below), can continue studying a third language if they select it as their group 6 subject.

All language acquisition courses and IB courses offered in the target language at DCI are outlined in the table below:

	DCI Target Language Courses
Grades 6-10 MYP Programme	**Language Acquisition** • Phase 1 (new to language pathway) • Phase 2 (cycle 1 and 2) (new to language pathway) • Phase 2/3 (cycle 1 and 2) • Phase 3/4 (cycle 1 and 2) • Phase 4/5 (cycle 1 and 2) • *New: Phase 5/6* **MYP Subject taught in the target language** • Individuals & Societies • Art **Language Electives** • Elective – Culture & Conversation (grades 6-8) • Elective – Movies & Theater (grades 9-10) • New: Elective for students new to language (grades 6-10)
Grades 11-12 DP & CP Programme	**Language Acquisition** • New: Ab Initio (Standard Level) 1 • New: Ab Initio (Standard Level) 2 • DP Language B SL (Standard Level) 1 • DP Language B HL (High Level) 1 • DP Language B SL (Standard Level) 2 • DP Language B HL (High Level) 2 **Language and Literature** • DP Language A: French Language and Literature (Standard & High Level) • DP Language A: Spanish (Standard Level)

With this range of language courses, we are able to both support and challenge our students appropriately as they develop their target language. Our goal is to have students reach the maximum target language proficiency possible during their time at DCI.

Adding a third language

DCI is supportive of students' interest in learning a third language, in addition to English and their current language track. When scheduling allows, and other baseline requirements are met, seventh through tenth grade students may begin study of a third language. Please refer to this document for a detailed explanation of our third language policy and process.

Emergent Bilinguals Services at DCI

Definitions and legal requirements

The term English learners (ELs) has come under scrutiny by immigrant families and bilingual educators because it focuses on the language students are still developing, without acknowledging or supporting their home/heritage languages. DCI prefers the term Emergent Bilinguals (EBs) or Emergent Multilinguals (EMs) because it focuses on our students' linguistic assets and the development of both their home/heritage language and English. We will use these three terms interchangeably at DCI given that Office of the State Superintendent of Education (OSSE)'s legal documents and data systems use the term ELs.

By law, EBs require modified instruction in both the English language and in their academic courses in order to be able to (1) increase their social and academic language proficiency in English, and (2) access our core curriculum and make academic progress. In order to achieve these goals, all DCI teachers are responsible for making sure that the IB curriculum is accessible to EBs in their classrooms, as all are teachers of language – in this case, teachers of academic English needed for each discipline.

In addition, a core group of teachers specialize in EB instruction at DCI. They teach support classes (English Language Development) and they co-teach as part of our inclusion / collaborative teaching support model. In co-teaching, the EL educator and the content teacher work together to teach English language and content simultaneously, based on the students' strengths and needs. Co-teaching is a critical part of inclusion and equity of access to the IB programme(s) for all learners, including those who are learning in a language other than their home/heritage language(s).

EB identification, assessment & monitoring

Emergent bilinguals are identified through the federally mandated Home Language Survey. Once identified, they are assessed with the WIDA Screener to determine if they should be considered ELs and, thus, receive EL services.

It is important to note that many EBs at DCI were born in the US and are fully fluent in basic interpersonal communication skills in English. Most come from non-English-speaking homes and have diverse backgrounds. As a result, identifying students who could benefit from EL services is not always straightforward. If the Home Language Survey and WIDA Screener do not provide enough data to make a determination of a student's needs, the English Language Coordinator may also meet with the family and student to get additional information on the student's language learning history, current academic English proficiency, and home language environment.

After identification, and at the beginning of each academic year, families are notified about their students' EL status and the services they receive. Families may opt out of EL services if they choose. In order to do so, they contact the English Language Learning Coordinator. Even if they opt out of EL services, all ELs' English proficiency will still be assessed once a year as indicated below, as required by OSSE.

All EL students are assessed with the WIDA's ACCESS for English Language Learners, an academic English proficiency test, in order to determine their level of language proficiency from 1 (entering) to 5 (bridging). This test allows us to monitor our students' English language development over time. EBs receive services until they score 4.5 or above on the ACCESS test, a benchmark of language proficiency set by OSSE. At that time, students are exited from the EL program and monitored for a period of four academic years – again, as required by OSSE – although they may be readmitted to EL services if needed.

EB placement, courses and services

We offer three major areas of EL services:

1. Support classes (English Language Development)
2. Co-taught classes
3. Case management

We use the ACCESS test results and other assessments (grades, standardized tests, etc.) in order to determine which services EBs will receive. Services are tiered according to students' needs. Students are placed within appropriate classes and assigned to a case manager.

EL teachers act as case managers to ~20 students in their grade level, which means that they support those students and their families in setting and achieving academic goals. Case managers also involve parents in planning their children's language profile and development.

In all the services we offer, we focus on our students' linguistic assets and how to apply them in the academic setting. We seek to develop multilingualism and multiliteracies, with pride in their home/heritage language(s).

Students with beginning and intermediate proficiency (ACCESS 1.0 – 3.9):
- have an EL Case Manager who is in charge of monitoring and supporting their language learning and academic success, in coordination with other staff members;
- receive English Language support in one or more core content classes through co-teaching; and/or
- receive an English Language Development class

Students with advanced proficiency (ACCESS 4.0 – 4.4):
- have an EL Case Manager who is in charge of monitoring and supporting their language learning and academic success, in coordination with other staff members

Students with formal support services (IEP or 504) have an IEP or 504 Case Manager. EL instruction for these students includes services, modifications, and accommodations in collaboration with a special education teacher.

The Seal of Biliteracy at DCI

The Seal of Biliteracy is a distinction that recognizes students who have studied and attained proficiency in two or more languages by high school graduation, including English and our target languages. In line with DCI's mission of inspiring students who are multilingual and culturally competent, the Seal of Biliteracy encourages students to pursue mastery in their language studies, recognizes the value of language diversity, and prepares students with 21st century skills that will benefit them in the labor market and the global society.

DC has set criteria to identify which students should be awarded the Seal of Biliteracy. These guidelines can be reviewed here. Considering the assessments we already administer in our program, DCI uses their Automatic Qualification guidelines. At DCI, graduating seniors can receive the Seal of Biliteracy if they have met the following requirements.

Qualifying English Language Assessment (must achieve ONE of the following)	Qualifying World Language Assessment (must achieve ONE of the following)
- Score of 4 or above on 10th grade PARCC - Score of 4 or above on IB DP 2 IB Level II English Exam - Score of 5 or above in ACCESS 2.0 ELs (only acceptable if achieved in grades 9-12)	- Score of 5 or above on STAMP 4S language test (all sections) - Score of 4 or above on IB Level B exam - ELA exam

The school identifies graduating students who have qualified for the Seal of Biliteracy after STAMP is administered in the spring. Students do NOT need to apply for the Seal in order to be considered. Awardees will be notified before their graduation ceremony and will receive a certificate along with their diploma.

Students who qualify for the Seal of Biliteracy based on IB exams taken during their senior year will be awarded the Seal retroactively in July or August after their graduation.

Continuing Enrollment

DCI students do not need to re-apply through the general lottery for the following year, including for the transition from middle school (grade 8) to high school (grade 9); however, various forms do need to be completed and information submitted. At the end of grade 10, families will need to determine if their student will pursue the IB Diploma Programme, the IB Career-related Programme, or a certificate track.

With permission from the Principal or Executive Director, students can take a leave of absence of up to 3 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-related Programmes.

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 3 lab sciences, including Biology)	4.0 credits
Social Studies (including 2 credits of World History, 0.5 credits of DC History, 0.5 credits of US Government, and 1 credit of US 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 Credits**

- Integrated Math 1 or 2 passed in 8th grade at DCI will count towards high school credit. Equivalent math courses taken in 8th grade at other schools will be considered on a case-by-case basis.
- A language class passed in 8th grade **at DCI** will count towards high school credit.
- Neither class will be included in students' HS GPAs.
- 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 Physical Education credits. No student may count more than 1.0 credit of interscholastic sports towards either the Health and Physical Education requirement or overall graduation requirements.
- An up-to-date high school course catalog is available by request.

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 required to receive high school credit. Students must make appropriate progress towards graduation on all requirements, as determined by the Principal or designee, to be considered as promoted to the next grade level.

Any elective courses can be graded as a Pass/Fail course with the approval by the High School Principal. If an elective class is counted as a Pass/Fail, it cannot be counted toward GPA.

- Approvals will be made only based on:
    - Recommendation from IEP, 504 or EL Team based on academic need
- Approval must be made prior to the end of quarter 1
- Courses not eligible for Pass/Fail include:
    - Literature and language
    - Mathematics
    - Science
    - Individuals and societies
    - World Languages & Language acquisition

For the IB Diploma Programme and the IB Career Programme, we follow current rules of the IB Organization. This includes taking a World Language for all four years of high school, which is greater than the requirement for a DC Diploma. Please note that the IB Organization makes final decisions as to awarding IB diplomas and certificates.

A student who receives special education services 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.

Students will be allowed access to DCI's Online Program, Edgenuity, for credit recovery for failed courses, both during the school year and during summer credit recovery. Edgenuity may also be used for the following reasons:

- For Homebound instruction, due to a medical condition confirming they cannot be in school
- For students who are studying abroad
- DCI Online Program cannot be used for grade advancement

High School Specific Academic Policies

IB Diploma and IB Career Candidacy

Students pursue a Diploma or Career certificate at DCI. They may follow a course candidate path if they need credit recovery or have other circumstances that hinder their participation in the full program.

Students may be course certificate candidates, meaning they will be excused from IB DP/CP core requirements in the following cases:
- Students have not been successful in HL courses during the first year of the DP/CP program
- Students have shown significant academic challenges during their matriculation through the MYP
- Recommendation from the IEP Team, 504 Team, ELL Team, or IB Coordinator Team
- Other reasons as approved by the Principal

All cases require final approval by the High School Principal.

IB Career Candidacy

Students in the Career Programme have two course load options:
- Take an equivalent course load to DP Candidates, 2 DP Higher Level (HL) courses, plus their IT course
- Take a full Standard Level (SL) course load plus their IT course

CP students are encouraged to take the DP equivalent; however, they may take less than 2 HLs if approved by the CP Coordinator and the High School principal. This decision must be supported with documentation and recommendation from the student's special education team.

Access to Pamoja (IB Online Program)

Students will be allowed access to Pamoja; the IB course they want to take is not offered at DCI. This option requires approval from the IB DP/CP Coordinator and the HS Principal.

If approved, the student and a parent must meet with the IB DP/CP Coordinator to walk through an agreement of expectations for all involved. If the student falls behind in the first three weeks of the course, DCI may transfer them to another available course.

IB Coordinators will coordinate with the DCI Tech Team and will enroll the student, making the Coordinator the point of contact for the student at DCI.

Visits to Classes

DCI does not currently allow families to visit classrooms for observations on request. We have found these types of observations to be disruptive and can lead to challenging situations with other students and families. There are rare situations when a teacher or leader might invite a parent to observe their student in class, but these will be limited and only initiated by staff.

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

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Email: info@dcinternationalschool.org
Facebook: /dcinternationalschool
Twitter: /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 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 from 8:20 a.m. to 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. Most clubs and sports end around 6:00pm, however some programming including sporting events can occur in the evening or on weekends. Middle school follows an A Day – B Day rotation and high school follows a block schedule as outlined below. Note that English, Math and Language Acquisition classes meet every day (A & B), while all other classes meet on either A day or B day.

DCI Middle School Schedule:

Middle School Schedule: M-Th

6th Grade		7th/8th Grade	
ATL	8:20 - 9:05	ATL	8:20 - 9:05
Period 2	9:10 - 10:00	Period 2	9:10 - 10:00
Period 3	10:05 - 10:55	Period 3	10:05 - 10:55
Period 4	11:00 - 11:50	Lunch	11:00 - 11:45
Lunch	11:50 - 12:40	Period 4	11:50 - 12:40

Period 5	12:45 - 1:35	Period 5	12:45 - 1:35
Period 6	1:40 - 2:30	Period 6	1:40 - 2:30
Period 7	2:35 - 3:25	Period 7	2:35 - 3:25

Middle School Schedule: Fridays (6-8th)

A/B Morning		A/B Afternoon	
ATL	8:20 - 9:15	ATL	8:20 - 9:15
2A or 2B	9:20 - 10:30	5A or 5B	9:20 - 10:30
3A or 3B	10:35 - 11:45	6A or 6B	10:35 - 11:45
4A or 4B	11:50 - 1:00	7A or 7B	11:50 - 1:00
Grab and go lunch			

DCI High School Schedule (please note that high school classes meet every other day; see the DCI SY23-24 Calendar for a list of odd and even days):

High School Schedule: M-Th

9th/10th Grade		11th/12th Grade	
HS Family	8:20 - 8:50	HS Family	8:20 - 8:50
Period 1/5	9:00 - 10:25	Period 1/5	9:00 - 10:25
Period 2/6	10:30 - 11:55	Period 2/6	10:30 - 11:55
Lunch	11:55 - 12:35	Period 3/7	12:00 - 1:25
Period 3 / 7	12:40 - 2:05	Lunch	1:25 - 2:05
Period 4/8	2:10 - 3:35	Period 4/8	2:10 - 3:35

High School Schedule: Fridays

1 - 4 (A) Friday		5 - 8 (B) Friday	
Period 1	8:20 - 9:20	Period 5	8:20 - 9:20
Period 2	9:25 - 10:25	Period 6	9:25 - 10:25
Period 3	10:30 - 11:30	Period 7	10:30 - 11:30
Period 4	11:35 - 12:35	Period 8	11:35 - 12:35
Family/ Community Meetings	12:40 - 1:05	Family/ Community Meetings	12:40 - 1:05
Grab and go lunch			

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, Twitter, Instagram, and our website. Additionally, parents/guardians and students will be contacted through email, DCI app, 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 proficiency, 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 support (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/guardians/families 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:

Kimberly Colley
Director of Student Support Services
202.808.9022
kimberly.colley@dcinternationalschool.org
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 and 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 student led 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).

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

Additionally, due to the COVID-19 pandemic there has been a delay for in-person testing. DCI will work with parents and students to develop plans of support and offer available options for testing to ensure continuity of support.

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 have 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 or by contacting the Director of Student Support Services to obtain a copy of their procedural safeguards.

Parents may obtain information about the availability of special education and related services through this policy, information in this 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.

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 Acceptable Use Policy on non-Chromebook devices.

Personal Electronics

Middle School students are not allowed to use cell phones, wireless headphones or other personal electronic devices, such as Nintendo Switch, within the school building except under unusual circumstances, with the exception of kindle or nook e-readers. 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 may be asked to come to school to retrieve student devices that have been confiscated.

High School students are permitted to use their cell phones, wireless headphones or personal electronic devices during lunch. Smartphones, smartwatches, or other external internet devices are not allowed in class for any reason. If usage during class or other portions of the day presents challenges for the student, the discipline office may choose to confiscate devices, depending on the unique situation.

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 supplies students with a Chromebook device. This device is a 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.
   - General Guidelines
     - A soft sleeve should be purchased for transporting the Chromebook in a backpack, or the backpack should have one built in.
     - 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 the 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.
     - 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.
- Carrying Chromebooks
  - ○ Transport Chromebooks with care. Carry in a 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 the 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.
- 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 a water dampened towel or a highly diluted solvent.

4. **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.
- 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 would result in disciplinary action.
- 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's 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.
- Charging your Chromebook
  - Chromebooks must be brought to school each day fully charged.
  - Students need to charge their Chromebooks each evening.
- 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.
- 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)
- 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.
- 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.

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.
- 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.
- 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.
- 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**
- 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.
- 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.
- 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.
- 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.
- 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.
- 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,
     or that violates the rules of conduct described in the DCI Discipline Chart.
  - 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 emails, chain letters or spam.

- E-mail and communications sent / received should be related to educational needs.
- Email and communications are subject to inspection by the school at any time.
- 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.
- 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.
- 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 tutoring 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**
   - 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.
   - 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.
   - 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.
   - Chromebooks left in Unsupervised Areas
     - Under no circumstances should Chromebooks be left in an unsupervised area.
     - Unsupervised areas include the school grounds and campus, unlocked classrooms, locker rooms and hallways.
     - Any Chromebook left in these areas is in danger of being misplaced, lost or stolen..
     - If an unsupervised Chromebook is found, notify a staff member immediately and/or bring it to the IT desk.
     - 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.

- 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 the DCI IT help desk and the help desk will start a repair ticket for the device.
- 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
  - Keyboard Replacement-- $50.00-$80.00
  - Broken Hinges-- $70.00
  - 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 a 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 FAQs**

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 trackpad, 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?

A. 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 any time?
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. 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 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.

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. 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. More here: https://www.ftc.gov/business-guidance/resources/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.commonsensemedia.org/parent-concerns.

Q: Is the use of Bit Browser allowed?
A: Bit Browser is an extension that allows unfettered access to websites. It is prohibited on our Chromebooks, and students who have been identified as using Bit Browser will have it removed.

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 black return bin 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 bi-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.

Textbooks

Students may check out copies of their class texts or other textbooks through the library. Textbooks have a longer loan period; usually three months. Fines are only assessed for lost books, following the policy stated above under lost/damaged.

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 engage with 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 business 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 have put systems in place to ensure that DCI staff communicate with families in a language they best understand. Our Language Access policy requires that all major written communication and school meetings (i.e. DCI dispatch, report cards, IB night, etc) are provided in both English and Spanish (the non-English language most often spoken by members of our school community) through translation and interpretation. In addition, teachers have access to bilingual staff who can translate written communication (from text to emails) and interpret during phone calls or meetings in Spanish. Staff also have access to interpreters of other languages through a phone interpretation service.

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 reception desk. 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). Please note that outside therapy, tutoring, or other outside services will not be held/located/given at DC International School.

Language-Related Policies

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 sufficient use/need is documented, a student may switch to an already-proficient language.
- If an enrolled student applies through the lottery to another language track and is accepted and enrolls in the new track, DCI will approve the language track change.

Persistent failure occurs when students either fail their language acquisition course and/or are not making progress in the IB language acquisition continuum.

Any change, as outlined above, must be approved by the Principal. Students may not switch language tracks for any other reason.
Studying a Third Language: In order to begin studying a third language (in addition to English and the language track), a student must:
- be entering 7th grade to 9th grade. Note: Students entering 10th grade and above will be considered only under special circumstances (i.e., native & heritage speakers of the 3rd language, prior schooling in the language);
- have completed at least one cycle of Phase 3/4 course in their language track;
- 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. Learn more about our 3rd language policy and placement process, including the pros and tradeoffs [here](.).

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.

Quick Links

Here is everything you need to know about the systems and processes we have in place here at DCI:

Topic	Staff Member or Group	Email Address
Enrollment	Reception Team	reception@dcinternationalschool.org
Student Bills	Tech bills-tech@ Library bills-library@ Lunch bills-reception@ ACE bills- ace@	tech@dcinternationalschool.org library@dcinternationalschool.org reception@dcinternationalschool.org ace@dcinternationalschool.org

		Athletic bills- Athletics@	athletics@dcinternationalschool.org
Attendance and Absences	Reception Team	reception@dcinternationalschool.org
Health and Immunization records	Jania Washington	jania.washington@dcinternationalschool.org
Clubs and Extracurriculars	ACE Team	acedci@dcinternationalschool.org
Sports	Athletics Department	athletics@dcinternationalschool.org
Voyager Student Exchange Program	Jacob Laden-Guindon	jacob.ladenguindon@dcinternationalschool.org
Parent-Teacher Organization	Angel Morales	angel.morales@dcinternationalschool.org pto@dcinternationalschool.org
Athletic Booster Club	ABC	athleticboosters@dcinternationalschool.org
Grades or ManageBac Support	Shane Donovan	shane.donovan@dcinternationalschool.org
Schedules or Home Access Center Support	Grade Level Counselor	6th: Fallon Migliorini 7th: Catherine Silver 8th: Jessica Lee 9th: Beverly Coleman 10th: Paxton Thomas 11th: Alyssa Beacom 12th: Jennifer Gray
College & Career Counseling	Lori Lincoln Tatiana Bien-Aime	lori.lincoln@dcinternationalschool.org tatiana.bienaime@dcinternationalschool.org
Technology & Chromebooks	Tech Team	tech@dcinternationalschool.org
General Information	DCI Team	info@dcinternationalschool.org

Systems

System	URL	Topic	Point of Contact
Home Access Center	Instructions Here	View Attendance, Schedule, Contact information	Reception
ManageBac	Instructions Here	Grades and assignments	Shane Donovan
School Cafe	https://www.schoolcafe.com/	Lunch payment system (Families need student ID number)	Reception
CommunityPass	https://register.capturepoint.com/reg/login.cfm?cuBNA%2FrX0p4trnasCJNBkrfRqxdeAcM1ugTdgJwcwr%2BLxIFL2ZCtvf%2Fw	Clubs Sign Ups, Athletics Rosters	ACE DCI
DragonFlyMax	https://max.dragonflyathletics.com/maxweb/max-cover/login	Athletics Eligibility Documents	Athletics

Google Classroom	Classroom.google.com	Classroom Assignments	Individual Teachers
DCI's Google Calendar	this link	School Events, Academic Year Calendar	Lauren Games

Communications

Type	Description	Point of Contact
Newsletter & Email Communications	Over the summer, we will be sending the DCI Dispatch (our email newsletter) monthly. During the school year, you will receive the Dispatch weekly. As soon as you enroll, you will begin receiving the DCI Dispatch! Other email communications will be sent as needed to the email addresses listed during enrollment and re-enrollment.	Lauren Games, Director of Communications, lauren.games@dcinternationalschool.org
DCI Listserv	Once you have enrolled, you can join the DCI Parent Listserv, a Google Group forum to communicate with other parents about school-related topics, share relevant events, and receive informal updates from the school. Request to join here.	Lauren Games, Director of Communications, lauren.games@dcinternationalschool.org
Family Portal	DCI Parent Portal for resources and past newsletters. View it here.	Lauren Games, Director of Communications, lauren.games@dcinternationalschool.org
DCI Social Media	facebook.com/dcinternationalschool twitter.com/DCISchool instagram.com/dcinternationalschool	Lauren Games, Director of Communications, lauren.games@dcinternationalschool.org
Athletic Teams Social Media	Based on individual team	Contact individual teams
DCI School Calendar	Google Calendar, this link	Lauren Games, Director of Communications, lauren.games@dcinternationalschool.org

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 behavior 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 work of another student
- Use AI technology to create essays or other written reports
- 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 and should be grounded in inquiry and asking "why did this happen." Consequences might include a redo of the affected work or task, grade penalties, or additional assignments.

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. Our academic honesty policy has been adapted from several policies currently shared on the , International Baccalaureate's Programme Resource Center, used in schools around the world, particularly *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; and
- 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

Families have received the complete dress code separately, and it is also available in the appendix. Students may have appropriate consequences if they are not dressed according to the dress code.

Restorative Justice Approach to Discipline, Suspension and Expulsion

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.

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.

The discipline provisions of IDEA and Section 504 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 Students, appropriate 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 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 determination that it is a manifestation of the student's disability, the IEP team will schedule a meeting to develop a plan for the student.

All School Judiciary Committee meetings will be led by the appropriate Principal (high school principal for middle schoolers and middle school principal for high schoolers.). 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 and Section 504, 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 (i.e., a manifestation determination review).

DCI Discipline Chart

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

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 physical harm. Tier 1 behaviors result in classroom-level disciplinary responses that may be elevated to administrative response if they are not successfully abated by the teacher.

Example Behaviors	Possible Consequences
- 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 physical harm to self or others	- 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 - Classroom-based behavior contract - Organized relationship building with peers or staff - Restorative circle or conference - Seat change and/or teacher proximity - Other school-based consequences as approved by the Dean of Students

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 physical harm to self or others. Tier 2 behaviors result in school-based and administrative disciplinary responses.

Example Behaviors	Possible Consequences
- 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 gestures toward students or staff - Throwing objects that could cause injury or damage property - Any behavior or other conduct not specifically	- Teaching and tracking student use of new coping strategies - Restorative circle or conference - Temporary removal from class to reflect about incident and set goals with a staff member - Family contact - Teacher/student conference - Restorative consequence (it may be appropriate for this to take place during lunch, brunch, or after school) - Referral for counseling - Individual behavior chart with individualized incentives

enumerated in any other tier that causes disruption to the academic environment, involves damage to school property, or may cause minor physical harm to self or others ● Intentional misuse of school equipment or facilities ● Inappropriate use of DCI technology or network (restricted websites) ● 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	● Other school-based interventions as approved by Dean of Students ● Organized relationship building with peers or staff

Tier 3
Tier 3 behaviors are those behaviors not specifically enumerated in any other tier that cause significant disruption to the academic environment and/or that threaten to, attempt to cause, or do cause physical harm or constitute severe, pervasive, or persistent conduct, whether physical, electronic, or verbal, that can be reasonably predicted to substantially interfere with a student's academic performance or attendance or substantially interfere with a student's ability to participate in or benefit from the services, activities, or privileges provided by DCI. 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).

Example Behaviors	**Possible Consequences**
● 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 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, language or gestures ● Severe, pervasive, or persistent conduct, whether physical, electronic, or verbal, that may be based on actual or perceived race, color, ethnicity, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, intellectual ability, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, or place of residence or business, including derogatory sexual language or any other distinguishing characteristic, or on a student's association with a person, or group with any person, with one or more of the actual or perceived foregoing characteristics (Such severe, pervasive,	● 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 ● On-site Short-Term Suspension with provision of appropriate special education services ● Off-site Short-Term Suspension ● 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

or persistent conduct may include but is not limited to posting or distributing materials or literature, including by e-mail or cell phone, that can be reasonably predicted to substantially interfere with a student's academic performance or attendance or substantially interfere with a student's ability to participate in or benefit from the services, activities, or privileges provided by DCI.)

- Engaging in sexual acts on school premises or at school-related functions
- Leaving school without permission
- 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 physical 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 conduct that occurs at another school and that rises to the level of Tier 3 conduct
- Any behavior or other conduct not specifically enumerated in any other tier in this chapter that causes significant disruption to the academic environment or causes physical harm to self or others

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 physical harm to others or constitutes severe, pervasive, or persistent conduct, whether physical, electronic, or verbal, that can be reasonably predicted to place the student in reasonable fear of physical harm to his or her person or property or cause a substantial detrimental effect on the student's physical or mental health In addition to lesser consequences, Tier 4 behaviors may result in off-site Suspension or Expulsion.

Example Behaviors	Possible Consequences
- 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	- Restorative consequence (may be appropriate for this to take place during lunch, brunch, or after school) - Family Conference with School Staff

- 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
- Severe, pervasive, or persistent conduct, whether physical, electronic, or verbal, that may be based on a student's actual or perceived race, color, ethnicity, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, intellectual ability, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, place of residence or business, or any other distinguishing characteristic, or on a student's association with a person, or group with any person, with one or more of the actual or perceived foregoing characteristics
- 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.
- Selling or distribution of marijuana, prescription drugs, controlled dangerous substances, imitation controlled substances, inhalants, other intoxicants, controlled or drug paraphernalia
- 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

- 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
- 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

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), including but not limited to pistols, blank pistols, starter pistols, revolvers, rifles, and shotguns. Any behavior that violates the Gun Free School Act of 1990. ● 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 physical harm to self or others	

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 a 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 and 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
3. a record that they believe is inaccurate. They should write the Principal, clearly identify the part of the record they want changed and specify why it is inaccurate. If the Principal decides not to amend the record as requested by the parent/legal guardians or eligible student, the Principal 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.
4. 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.
5. 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

Although DCI does not publish a student directory for families, FERPA allows the school to release a student's directory information, such as name, address, telephone listing, date and place of birth, participation in officially recognized activities and sports, and dates of attendance. Parent/guardian(s) can opt out of publishing directory information to be released through the annual enrollment paperwork.

The transfer of discipline records to another school is also dictated by FERPA and DCI will comply with FERPA regulations and share Suspension / Expulsion information as required.

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:
- 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; and
- 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;
- Communicate with families in a language they understand; and
- 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.

Parent Teacher Organization

Parent Teacher Organization is created for the purpose of supporting the education of the students including facilitating communication between DCI and the parent community, encouraging parental engagement, and supporting DCI's goal to create a socially just and sustainable world.

The Parents Teacher Organization Board (PTOB), is made up of 2/3 representatives from each grade. Collaborating with DCI's administration, the PTOB coordinates workshops and school events to further address family needs and interests. Responses from surveys, generated in the beginning of the school year, are used to determine the topics of the PTO workshops and events. In this way, we are able to service the school community to establish a culture and climate that is conducive to learning and family engagement.

Board of Directors Structure:
- President - directly elected to a one-year term (all grades)
- Secretary - elected to a two-year term (11th grade and below)
- Treasurer - elected to a two-year term (11th grade and below)
- Directors - four elected to two-year terms (11th grade and below)

The Annual Election of PTO's Board of Directors may take place during the PTO's Annual Meeting in the Spring or at such other time as the Board may determine. Any Member shall be eligible to be a candidate for Director.

Volunteers: We ask that DCI parents/guardians volunteer their service to the school, if possible, either at school events, field trips or as an ambassador for the school. Parent involvement is an integral part of a successful education experience. We hope to offer many opportunities for parents/guardians to serve in the school, and parents/guardians should feel free to make suggestions of ways they can get involved with DCI's staff.

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 during their high school years.

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. DCI's Voyager Exchanges take place during the school year and are primarily intended for 10th graders. However, program eligibility may vary year to year. Please contact Jacob Laden-Guindon for more details. 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. In past years, 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.

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.

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. Counselors/DCI staff will not arrange/coordinate outside counseling services, nor will such services be held/given at DCI.

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 their person or in the bag they bring 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 https://dchealth.dc.gov/service/school-health-services-program 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. If a student is discovered to not have received their proper immunizations, the school will issue a warning letter stating they will have 20 school days to present the proper immunization documentation to the school (DC Official Code § 38–505). If the proper immunization documentation is not presented to the school within the 20-school day period, the student will be removed from school and will receive an "unexcused absence" each day they are out of school. Once the proper immunization documentation is presented to the school, the student will be allowed to return, and the missed days will be changed to "excused absences."

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, 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, before and after school, as well as through our student-run Writing Center. 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 sessions.

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. There can be no fee or exchange of funds for these services. During summer vacation, however, any willing teacher may be approached for tutoring and negotiate compensation with the requesting family. The tutoring, however, may not occur on the DCI campus at any time. Any outside tutoring will not be arranged by DC International School or held/given at DC International School.

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 (Activities, 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. Sports teams' practices and competitions will be held two or more days a week depending on the level of play. 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 Activities, 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 Activities at any time in the school year. To start a new club, a student needs an adult sponsor who works at the school

or is a parent of a current DCI student. They must coordinate with that adult sponsor to find a day of the week and time to meet before making their proposal to the Director of Activities.

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.

Athletics

The overall philosophy of the DC International School athletics program is to teach students vital social and life skills through healthy competition, teamwork, and exercise. The athletic program promotes the physical, social, and emotional well-being and character development of participating students. We offer a wide range of sports for all grades and skill levels. We provide the best opportunity for personal and team success within the governing and moral guidelines inherent to athletics and the local and global community. In particular, the athletic program constitutes an integral component of the educational program and helps to build a positive school environment.

Sports teams' practices and competitions will be held two or more days a week depending on the level of play. 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.

Students must register for interscholastic sports through DragonFlyMax, the software platform used to certify student-athlete eligibility by the District of Columbia State Athletic Association (DCSAA). All demographic information, the concussion acknowledgement form, and the DCI Emergency Consent and Liability Waiver must be completed in DragonFlyMax. A current health form with an exam date, doctor's signature and approval to participate in competitive sports and proof of COVID-19 vaccination must be uploaded to DragonFlyMax.

Students may sign up for Academy Sports via Community Pass. Academy Sports will practice one to two days per week.

There are fees to cover the cost of Middle School ACE sports, while High School sports remain free. Uniforms and practice are provided for all teams to be returned at the end of the season. There may be additional costs associated with athletics for items that will be for individual use only such as mouth protectors, shin guards, baseball/softball gloves and other apparel as required by the coach.

DC International School Athletics provides a positive learning experience in which athletes are given the opportunity to develop intangible skills that will be essential throughout their lives as well as develop the qualities embodied in the IB Learner Profile.

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 8:20 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;
6. Suspension or expulsion from school by an administrator;
7. 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
8. Other absences approved in advance by an administrator upon the written request of a parent/guardian, such as a mental health day

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. Once a student reaches 10 unexcused absences in one school year, an educational neglect form with CFSA must be filed.

If a student is absent for a total of up to four (4) cumulative days in each quarter, a parent's written excuse is sufficient for explaining the absence. Such absence will be excused if it falls under one of the excused absence reasons noted above.

If a student is absent for five or more cumulative days per term, further documentation is required beyond communication by the parent for the absence to be excused. Written explanation of the student's absence must be submitted by a doctor or staff of a relevant agency, on official doctor's office/agency letterhead and signed by a relevant official.

Note: Medical or dental absences must be submitted on official doctor/dentist of ice stationery or form; and student's required presence at judicial proceedings must be documented by a document from the court stating the need for the student's presence on all the relevant dates. Funeral programs may be accepted as appropriate documentation.

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 is responsible for making up any missed assignments.

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.

High school students missing 45 days or more of a course (non-consecutively) will automatically fail the course.

High school students with absences extending past 10 days consecutively, will receive 0s for all summative assignments until documentation of extended medical issues including but not limited to hospitalization are provided to school.

High school students must receive prior approval from the High School Principal of any non-medical absences extending over 5 consecutive school days.
- Approved absences require the student and family to coordinate with IB Coordinators and all teachers to determine the method of completing/turning-in assignments and an extension of deadlines.
- These absences are subject to non-approval, and if not approved any missed work will receive zeros.

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. If you need to pick up your student before the end of the school day, please do so before 3pm Mondays-Thursdays or 12:30pm Fridays. The front office is not able to accommodate early dismissals after these times with one exception: Following the completion of PARCC, SATs, and IB testing, high school students will be released when testing is complete.

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 homework/assignments are not given during school sanctioned breaks (Winter, Mid-winter, and Spring. (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 8:20 a.m. (note that students arriving at school after 8:20 a.m. are late but able to obtain breakfast from the front desk after collecting a tardy pass until 8:25am), 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 outside food (e.g., pizza, uber eats, door dash, grubhub) 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. If a parent orders food for a student or a student orders food, the food will be taken from them by an administrator, and they will not be able to get it back.

DCI has a [Local Wellness Policy](#) in place. This policy delineates the roles, responsibilities, actions and timelines specific to DCI; and includes information about who is responsible to making what change, by how much, where and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. At least once every three years, DC International School will conduct a Triennial Progress Assessment and develop a report that reviews its compliance with this LWP. This assessment and report will include a full description of the progress made in attaining the goals of DCI's LWP. DCI's Local Wellness Committee will update or modify this LWP based on the results of DC International School's annual self-assessment, the USDA triennial administrative review, and on other variables, including if/when DCI's health priorities change; the community's health needs change; the wellness goals are met; new health science arises, new technology emerges; and new federal or state guidance/standards are issued.

DC International School is committed to being responsive to community input, which begins with awareness of the LWP. DC International School will actively communicate ways in which representatives of the Local Wellness Committee and others can participate in the development, implementation and periodic review and update of the LWP through a variety of means appropriate for DCI. DC International School will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. DC International School will actively notify the public about the content of the LWP, any updates, and their ability to participate in the development and implementation process through DCI's weekly newsletter, The DCI Dispatch, and the DCI Student and Family Handbook, at a minimum. DC International School will also use the weekly DCI Dispatch to inform the community about the availability of the annual and triennial reports. Additionally, DC International School will disseminate this LWP to parents through posting it in the school office, on the school website, the Student and Family handbook, and through any parent-teacher organizations.

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 they did all the homework, because the teacher likes them, because they are a good test-taker, because they participate in class, or because they know 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 conveys 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 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.). For each semester-end report card, the four criterion grades are also added up for each class and students receive a 'boundary defined' final 'IB grade' on a **1-7 scale**. The 1-7 scale is derived from these boundaries:

Criteria scores which total 1-5 = Final Grade of **1**
Criteria scores which total 6-9 = Final Grade of **2**
       10-14 = **3**
       15-18 = **4**
       19-23 = **5**
       24-27 = **6**
       28-32 = **7**

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.
This graph can help you visually understand our IB MYP grading scale:

Score Earned	Feedback
8	Unique & innovative (above & beyond)
4 or 5 or 6 or 7	Mastery (might be basic understanding) Mastery (at level) Mastery (exemplary level) Mastery (above & beyond)
3	Partial understanding (passing, but not mastered)

2	limited understanding (failing)
1	Very limited understanding(failing)
0	Did not complete sufficient work for evaluation

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, or Rarely, 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.

Grading Electives and Support class: Students receive Pass or Fail grades for both electives and support classes.

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 support, in order for students to complete tasks well.

The full, updated assessment policy may be viewed, in English and Spanish, here.

Annual Standardized Assessments

All students at DCI will take a number of standardized assessments during each school year. These assessments are given for a variety of purposes, including, but not limited to, meeting federal and state assessment requirements, measuring language proficiency and academic growth, for use on college applications, receiving industry certification, or to satisfy requirements for completing an IB Diploma or Career-related Programme. Below is a list of assessments given by grade level and when in the calendar year they are typically given.

Assessment	Purpose	Timing	Grade Level
Measures of Academic Progress (MAP)	Assesses growth in Math, Reading, and Science	Sept, Jan, May	Grades 6-10

Standards-based Measurement of Proficiency (STAMP)	Measures language proficiency in Chinese, French, or Spanish to determine class placement and Seal of Biliteracy eligibility	Sept, Mar	Grades 6-12
Partnership for Assessment of Readiness for College and Careers (PARCC)	Annually assesses Math & Reading proficiency to meet federal requirement	Apr-May	Grades 6-10
DC Science	Assesses Science proficiency to meet state requirement	Apr-May	Grades 8 & 9
PSAT/SAT	Reports Math & Reading proficiency for college applications/scholarships	Oct, Mar	Grades 10-12
IB Exams	Satisfies requirements for IB Diploma and Career Programmes	May	Grade 12
CTE Exams	Earns Career and Technical Education certifications	May	Grades 9-12
Assessing Comprehension and Communication in English State-to-State (ACCESS)	Measures annual growth in English Language learning to meet federal requirement for ELL students	Mar	Grades 6-12

Student-Led Conferences

After the first and third quarters (therefore in the middle of each semester), 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 Policies

Please click here to view DCI's promotion and retention policy for students in Middle School.

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 required to earn 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, identification and placement of EL students; 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 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) business 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 Student & Family Handbook will be announced through the weekly Dispatch and/or other forms of communications with all of our families.

Appendix

Additional policies:
- Cell phone policy
- Dress code policy

- [Bullying prevention policy](#)
- [DCI Consent & Emergency Treatment Form](#)
- [Universal Health Form](#)
- [Concussion Acknowledgement Form](#)
- [School Calendar](#)
- [HS Grading Policy](#)
- [MS Grading Policy](#)
- [MS Math Acceleration Policy](#)
- [DCI After School Policies](#)