



Student & Family Handbook School Year 2026-2027

March 2026

*DCI reserves the right to modify or update the policies in this handbook.
All updates will be communicated to families electronically.*

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Letter from the Executive Director

Welcome to the District of Columbia International School (DCI)! This handbook is designed to guide you through the policies and practices that support our school community. While it does not include every guideline related to students and families, it highlights the most important information to help you navigate life at DCI.

DCI's educational program is grounded in the International Baccalaureate's Middle Years Program (MYP), Diploma Program (DP), and Career-related Program (CP). The IB Learner Profile also serves as a foundation for this handbook. It includes 10 characteristics we aim to develop in all students, and each section of the handbook begins with one of these traits. An appendix at the end provides links to additional resources.

We encourage all students and guardians to read and become familiar with the policies in this handbook. If you have questions or need support, please reach out to the appropriate member of our staff. As part of enrollment at DCI, all guardians are required to agree to the Student and Family Handbook Agreement.

We are so glad you are part of the DCI community. We value the diversity of our students, families, and staff, and are committed to fostering a sense of belonging for all. Our mission is to inspire inquiring, engaged, knowledgeable, and caring secondary students who are multilingual, culturally competent, and committed to creating a socially just and sustainable world. We look forward to partnering with you and your student in bringing this mission to life.

Go Dragons!

Sincerely,

Mike Rosskamm
Executive Director

Contact Information

District of Columbia International School
1400 Main Drive NW
Washington, DC 20012
Main Number: (202) 808-9033

Website: dcinternationalschool.org
Email: info@dcinternationalschool.org
Facebook: [/dcinternationalschool](https://www.facebook.com/dcinternationalschool)
Instagram: [/dcinternationalschool](https://www.instagram.com/dcinternationalschool)
YouTube: [/dcinternationalschool](https://www.youtube.com/dcinternationalschool)

Staff email addresses: `firstname.lastname@dcinternationalschool.org`

Quick Links

This section connects you to key contacts, systems, and resources commonly used by DCI families.

Who To Contact

Topic	Contact	Email
General Information	DCI Team	info@dcinternationalschool.org
Enrollment	Reception Team	reception@dcinternationalschool.org
Attendance & Absences	Reception Team	reception@dcinternationalschool.org
Transcripts & Report Card Requests	Counseling Team	transcriptrequests@dcinternationalschool.org
Student Billing (ACE)	ACE Team	ace@dcinternationalschool.org
Student Billing (Athletics)	Athletics Team	athletics@dcinternationalschool.org
Student Billing (Other)	Billing Team	student.billing@dcinternationalschool.org
Technology & Chromebooks	Tech Team	tech@dcinternationalschool.org

Health & Immunization Records	Jania Washington, Health & Compliance Manager	jania.washington@dcinternationalschool.org
Family Engagement, Volunteering & Translation Support	Brian Garcia, Family Engagement Liaison	brian.garcia@dcinternationalschool.org
Clubs & Extracurriculars (ACE)	ACE Team	acedci@dcinternationalschool.org
Athletics & Sports	Athletics Department	athletics@dcinternationalschool.org
Athletic Booster Club	Chris Sheridan, ABC President	athleticboosters@dcinternationalschool.org
Voyager Exchange Program	Pablo Ulloa-Perez, International Programs Specialist	pablo.ulloaperez@dcinternationalschool.org
Language Learning Program	Language Team	languageinfo@dcinternationalschool.org
College & Career Counseling	Andrew Sanchez Director, College & Career Readiness	andrew.sanchez@dcinternationalschool.org
Mental Health & Student Schedules	Grade-level Counselors and Social Workers	<p>SY26-27 Grade-level Counselors:</p> <p>6th: Jasmine Langley</p> <p>7th: Fallon Migliorini</p> <p>8th: Bria Thomason</p> <p>9th: Beverly Coleman</p> <p>10th: Paxton Thomas</p> <p>11th: Avant Griffith</p> <p>12th: Jennifer Gray</p> <p>MS Social Workers:</p> <p>Mercedes Tate</p> <p>Nijmima Coleman</p> <p>HS Social Workers:</p> <p>Liz McCarthy</p> <p>Anisha Threatt-McBrown</p>

Systems & Platforms

System	Purpose	URL	Point of Contact
School Year Calendar	School events and instructional schedule	Click here	info@dcinternationalschool.org
Home Access Center (HAC)	View attendance, schedules, contact info	Click here	reception@dcinternationalschool.org
Toddle	Troubleshooting, assignments	Click here	Trouble shooting: brian.garcia@dcinternationalschool.org Class Assignments: Individual Teachers
SchoolCafe	Lunch payment system (Families need student ID number)	Click here	student.billing@dcinternationalschool.org
CommunityPass	Clubs, athletics sign-ups	Click here	acedci@dcinternationalschool.org athletics@dcinternationalschool.org
DragonFlyMax	Athletics eligibility forms	Click here	athletics@dcinternationalschool.org

Communication Channels

Type	Description	Contact
<i>Dispatch</i> – DCI Community Newsletter	Sent monthly in summer and biweekly during the school year; includes key updates and announcements	info@dcinternationalschool.org
Email Communications	Sent as needed using contact information provided during enrollment	info@dcinternationalschool.org
Text Communications	Timely alerts (e.g., weather updates) sent via text message	Text “Yes” to 67587 to opt-in to receive text alerts from DCI Not receiving texts? Email: info@dcinternationalschool.org
Parent Listserv	DCI-run Google Group for families for sharing information and community updates. Request to join here.	brian.garcia@dcinternationalschool.org
Social Media	Facebook, Instagram, YouTube for school updates and highlights	sarah.siddons@dcinternationalschool.org
Athletics Social Media	Team-specific updates	athletics@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 6:00 p.m.; 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. 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.

SY26-27 MS Bell Schedule (coming soon)

SY26-27 HS Bell Schedule (coming soon)

Visitor Policy

DCI maintains a [visitor policy](#) to ensure the safety of students and staff and support the orderly operation of the school. All visitors and volunteers must be approved in advance by a Principal or their designee and must schedule their visit ahead of time.

Upon arrival, all visitors must enter and exit through the main entrance (1400 Main Drive NW), present valid identification, sign in at the front desk, and wear a visible visitor pass at all times. Visitors may not move through the building unaccompanied.

Visitors without prior approval or an appointment may be denied entry or asked to schedule a future visit. Anyone on campus without a visitor pass will be directed to the front desk to check in. All visits must be hosted by a staff member, who is responsible for greeting and escorting their guests.

Access to the building is limited and monitored, and is granted only in accordance with school policy and applicable law.

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.”

DCI Instructional Vision

DCI’s instructional vision is designed to prepare all students for post-secondary success and life-long learning. DCI is an authorized International Baccalaureate (IB) World School and employs the IB’s interdisciplinary curriculum program to engage all students in authentic and deep learning.

DCI Instructional Vision

In every classroom and learning environment at DCI, teachers and students create a caring, engaging, and culturally inclusive environment. Each learning setting supports the mission of IB for ALL by removing barriers to high-quality education for all students. All teaching and learning is rooted in the Approaches to Teaching and Learning (ATL) and the four strategic pillars of DCI: IB for All, Language at the Core, Student Agency, Socially Just Community.

The International Baccalaureate Continuum at DCI

Students at DCI participate in two contiguous International Baccalaureate (IB) programs from the IB Program Continuum. All students engage with the IB Middle Years Program (MYP) and then choose between the Diploma Program (DP) or the Career-related Program (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 the IB Career-related Program Certificate. Students with sufficient language proficiency who take the required specialized classes may also attain the Bilingual IB Diploma and/or the Bilingual IB Career-Related Program Certificate. Regardless of whether they choose the DP or the CP, 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 students are fully prepared for the rigor of these assessments.

The MYP is implemented from Grades 6-10. The DP and CP 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 (8) 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 or more over five (5) 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 Diploma Program (DP) or Career-related Program (CP). Each program has a total of seven (7) classes, five (5) of which are subject groups that are required for each program path.

The five (5) subject groups that all students take are:

Group 1: Studies in Language and Literature

Group 2: Language Acquisition

Group 3: Individuals & Societies

Group 4: Sciences

Group 5: Mathematics

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

Diploma Program:

Group 6: Students can choose to take DP Film, DP Visual Arts, DCP Global Politics, DC Philosophy, DP Psychology, an additional language course, or an additional DP science course.

7th class: Theory of Knowledge

Career-related Program:

Group 6: Career-Related Studies in Health Sciences, Computer Science, Engineering, or Audio/Video Production

7th class: Personal and Professional Skills

In the Diploma Program, students write an Extended Essay that they work on over two (2) years, and engage in extracurricular experiences to fulfill the requirements for Creativity, Activity, and Service (CAS).

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

Both programs 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. DCI is unique in that it is IB for All. Very few schools in the country offer both the IB Diploma Program (DP) and the IB Career-Related Program (CP) to all students. In many schools, these programs are limited to test-in or opt-in tracks, or are only available in private schools with entrance exams. At DCI we believe all students deserve this great education. Students are expected to engage in elements of the IB

program fully and in good faith, including taking in-class assessments and final exams for each enrolled course at the end of the program in their senior year.

World Languages Partial Immersion Program

At the middle school level, all DCI students participate in the Middle Years Programme (MYP) language program by taking their target language acquisition class (Chinese, French, or Spanish) daily, just as they do for Math or English. This class focuses on explicit language and literacy development throughout their time at DCI.

Within the International Baccalaureate (IB) Middle Years Programme, Language Acquisition courses are designed to develop students' ability to communicate in the target language while deepening their understanding of cultures around the world. Students build skills across listening, speaking, reading, and writing, and engage with authentic texts and real-world contexts. Instruction is guided by proficiency phases, allowing students to progress based on their language development rather than grade level, and is assessed using IB criteria that measure comprehension, communication, and effective use of language. In addition, depending on their level of language proficiency, middle school students also take Individuals & Societies (I&S) and may take other electives in the target language (TL).

At the high school level, students in 9th and 10th grade continue in the IB Middle Years Programme (MYP). During these years, students take a Language Acquisition course in their target language and can take electives in the target language with parameters based on their proficiency level. These courses are designed to further develop students' language proficiency while deepening their understanding of academic content through the target language.

In 11th and 12th grade, students transition into the IB Diploma Programme (DP) or Career-related Programme (CP). Most students continue taking one Language Acquisition course. Students who have achieved advanced or native-like proficiency by the end of 10th grade may take Language and Literature in their target language (currently offered in the Spanish). Additionally, students who meet eligibility requirements and express interest in studying a third language may do so by selecting it as their Group 6 subject (see "Adding a Third Language" section).

Students who are new to language learning at DCI will be placed in the beginning MYP Language Acquisition phase within their assigned target language track (Chinese, French, or Spanish). All students are expected to begin and maintain a continuous world language pathway throughout their time at DCI. Students who enter through a member school will continue in their established language track, ensuring continuity in their language development within the MYP framework.

Upon entry to DCI, students are placed into a target language track (Chinese, French, or Spanish) and assigned an MYP Language Acquisition phase based on member school recommendations and available proficiency data (e.g., school assessments). These placements

are designed to support a range of language proficiency levels and ensure appropriate instructional support and challenge.

Students entering in phase 3/4 or above may be enrolled in Individuals & Societies (I&S) courses taught in the target language in middle school. Students in all levels have the possibility to take electives offered in the target language when available. When scheduling allows and baseline requirements are met, students in grades 7 through 9 may also have the opportunity to begin studying a third language. Our goal is for all students to make sustained progress and reach the highest level of target language proficiency possible during their time at DCI.

Language Learning Program

Target Language Placement

Upon entry to DCI, students' target language proficiency is reviewed to determine appropriate placement. General Lottery: Students who are new to language learning at DCI will be placed in the beginning MYP Language Acquisition phase within their assigned target language track. Students with prior experience in the language may take a placement assessment to determine the phase that best aligns with their proficiency. Member School Students: Students entering from a member school will continue in their established target language track (Chinese, French, or Spanish). Initial phase placement is based on the member school's recommendation. Placement may be adjusted at the start of the school year based on teacher observation and a review of student performance data if a gap or misalignment is identified.

Each subsequent year, the DCI language team uses multiple measures to evaluate student progress, including internal assessments (formatives and summatives), external assessments (STAMP), and classroom observations. Based on this data, students are placed into courses aligned with the IB MYP Language Acquisition phases. This process recognizes that students acquire language at different rates and require varying levels of support and challenge at each stage of their learning.

Diploma Program, Grades 11-12

Students in the 10th grade have the opportunity to make their own decisions for which classes they would like to pursue in their terminal program, with specific parameters.

- All students take their target language throughout their time at DCI, including in the last two years (11th- 12th)
- Classes range from Ab Initio (little to no previous language experience) to Language and Literature (native-like proficiency), providing a range of options based on proficiency.
- Within these classes, we offer the following course options:
 - Ab Initio, Standard Level
 - Target Language B, Standard Level
 - Target Language B, High Level
 - Language and Literature, High Level or Standard Level (currently in Spanish)
- All language classes in grades 11th and 12th are two-year courses and lead to an IB exam at the end of the 12th grade year.

Language Learning Program

LANGUAGE PROGRESSION

IB MYP Language Proficiency Level	Emergent			Capable		Proficient
DCI IB MYP Phase	1*	2	2/3	3/4	4/5	5/6
American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Levels	Novice: low, mid, high			Intermediate: low, mid, high		Advanced: low, mid, high

	DCI Target Language Courses
Grades 6-10 MYP	<p>Language Acquisition</p> <ul style="list-style-type: none"> ● 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) ● Phase 5/6 (cycle 1 and 2) <p>MYP Subjects taught in the target language</p> <ul style="list-style-type: none"> ● Individuals & Societies (Middle School) ● Art <p>Language Electives</p> <ul style="list-style-type: none"> ● Elective – Culture & Conversation (grades 6-10) ● Elective – Movies & Theater (grades 9-10) ● Engaging with Target Language (grades 6-10) ● Literature in Target Language (grades 9-10)

Grades 11-12 DP & CP	Language Acquisition <ul style="list-style-type: none"> ● Ab Initio (Standard Level) 1 ● 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 <ul style="list-style-type: none"> ● DP Language A: Spanish (Standard Level & High Level)
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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, 7th through 10th grade students may begin study of a third language. Please refer to "Studying a Third Language" section in the [DCI Family Facing Language Policies document](#).

Language-Related Policies

Switching Language Tracks: *Upon approval by the Director of Language Learning and the Principal, a student may switch language tracks if one of the following conditions exist after one year.*

1. If the student is experiencing persistent failure*
2. If 10th grade student in CP/DP, see "Studying a Third Language" section in this policy
3. If an already enrolled student applies through the lottery to be switched to another language track, is accepted, and enrolls in the new track, DCI will approve the language track change.
4. Students who are receiving formal support, and experiencing failure in their current language may change language tracks if the Student Support Team and Language Team collaboratively determine they would benefit, based on specific documented needs.

*Persistent failure (at least two school years) occurs when students either fail their language acquisition course and/or are not making progress in the IB language acquisition continuum.

All changes, as outlined above, must be approved by the Director of Language Learning and the Principal. Students may not switch language tracks for any other reason.

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)
<ul style="list-style-type: none"> ● Score of 4 or above on 10th grade DC CAPE (formerly PARCC) ● Score of 4 or above on IB DP 2 IB Level II English Exam ● Score of 4.5 or above in ACCESS 2.0 for ELs (only acceptable if achieved in grades 9-12) 	<ul style="list-style-type: none"> ● Score of 5 or above on STAMP 4S language test (all sections) ● Score of 4 or above on IB Level B exam <ul style="list-style-type: none"> ○ 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.

Emergent Bilingual 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 the 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 or target language needed for each discipline.

In addition, a core group of teachers specialize in EB instruction at DCI. These teachers teach support classes (Academic Language Development in Middle School and Extended Language Studies in High School) and co-teach as part of our inclusion / collaborative teaching support model. In a co-teaching model, 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 program(s) for all learners, including those who are learning in a language other than their home / heritage language(s).

EB Identification, Assessment, and 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 EB/EMLs 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, a member of the English Language Learning (ELL) team 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 a member of the ELL team. Even if they opt out of EL services, all EBs / EMLs' 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 ELL, an academic English proficiency test, in order to determine their level of language proficiency from 1 (entering) to 6 (reaching). This test allows us to monitor our students' English language development over time. EBs / families should receive their scores near the end of the school year or at the start of the summer break. 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.

If you believe that your student(s) have been misidentified as an EB / EML, please reach out to the Director of English Language Learning.

EB Placement, Courses, and Services

We offer three (3) major areas of EL services:

1. Support classes (Academic Language Development or Extended Language Studies)
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. In many cases, EL students receive accommodations on standardized assessments.

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 guardians 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 – 3.5):

- 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 Academic Language Development or Extended Language Studies class.

Students with advanced proficiency (ACCESS 3.6 – 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.

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.

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 Programs.

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

- Algebra 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
 - Science
 - Individuals & Societies
 - World Languages & Language Acquisition

For the IB Diploma Program and the IB Career-related Program, we follow current rules of the IB Organization. This includes taking a World Language for all four (4) years of high school, which is greater than the requirement for a DC High School 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 is not able to achieve a DC high school diploma shall be eligible to receive an Individualized Education 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 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 (IDEA) of 2004 and District law with regard to appropriate transition assessments.

Credit Recovery in High School

As defined by the DC Public Charter School Board (DC PCSB), 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; and
- 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, EL Team, or IB Coordinator Team;
- Other reasons as approved by the Principal.

All cases require final approval by the High School Principal.

IB Career Program Candidacy

Students in the Career-related Program have two course load options:

- Take an equivalent course load to DP Candidates, 2 DP Higher Level (HL) courses, plus their career-related studies course;

- Take a full Standard Level (SL) course load plus their career-related studies course.

CP students are encouraged to take the DP equivalent; however, they may take less than two (2) HLs if approved by the CP Coordinator.

Access to Pamoja (IB Online Program)

Students will be allowed access to Pamoja if 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 / guardian 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.

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.”

Admission and Enrollment at DCI

Admissions to DCI

As a public charter middle and high school, DCI is tuition-free and open to all DC residents. DCI participates in the citywide public school lottery program, [My School DC](#). Prospective families must apply to DCI through the lottery; applications cannot be submitted directly to DCI. DCI accepts applications for Grades 6-9 only. There are no prerequisites – no prior IB experience, no minimum GPA, and no minimum language proficiency level – to apply. When submitting an application, applicants must select a language track: Chinese, French, or Spanish. A separate application must be submitted for each language track. Applicants may apply to multiple tracks but may only enroll in one.

Students from our member elementary schools are prioritized in the lottery for admissions over general lottery applicants when applying to Grade 6. DCI member schools are: [DC Bilingual PCS](#), [E.W. Stokes Community Freedom PCS](#), [Latin American Montessori Bilingual PCS](#), [Mundo Verde PCS](#), and [Washington Yu Ying PCS](#). In Grades 7-9, there is no member school priority.

Unlike a traditional feeder pattern, where students have a guaranteed right to continue to the next school, students enrolled in DCI’s member schools do not have automatic admission to DCI after completing 5th grade. Instead, DCI reserves a set number of 6th grade seats for each member school, as outlined in its operating agreement (see table below). These seats are filled through the My School DC lottery. DCI and its member schools may not offer more seats than those specified in each school’s operating agreement.

Member School Seat Allocation at DCI

DC PCSB Operation Agreement	Washington Yu Ying	LAMB	E.W. Stokes – Spanish	E.W. Stokes – French	Mundo Verde PCS	D.C. Bilingual	Total
	70	50	40		70	50	280

DCI offers the following lottery preferences:

- **Founders preference:** Preference offered by DCI for children of school founders. Applicants are required to submit proof of DC residency to the school as part of the enrollment process. There is no place on the application to indicate eligibility. DCI informs My School DC directly of any students who are eligible for this preference.

- Children of Staff preference: Preference offered by DCI to children of staff members. DCI staff who live in the District of Columbia can receive children of staff preference for their school-aged children entering Grades 6-9. This preference can only be applied to students who are eligible to apply to DCI based on their grade level and for staff members who were hired prior to September 30th of the previous school year or have been employed with DCI for a full year and are in good standing. This preference can only be maintained if the staff member is employed with DCI when their student starts at the school. DCI informs My School DC directly of any students who are eligible for this preference.
- Siblings of students enrolled at DCI: A sibling is characterized by a shared home residence in the District of Columbia and at least one shared legal guardian. Sibling preference at DCI can only be applied if the sibling of the applicant is in the same language track to which the applicant is applying. If a sibling preference is found to not be valid before the release of My School DC lottery results (the applicant's legal guardian is not the sibling's legal guardian and the guardian's home address of the applicant does not match that of the sibling's legal guardian), the preference will be removed from the lottery application. If a sibling preference is found to not be valid after the release of My School DC lottery results, the student will be placed on the school's waitlist without the sibling preference. Sibling preference is only granted if the sibling will be enrolled at DCI during the school year for which the applicant is applying. If the sibling withdraws or graduates before that school year begins, the applicant is not eligible for sibling preference.
- Siblings of students enrolled at a member school: DCI offers sibling preference within the same language track to applicants to DCI who have siblings enrolled at each of the five member schools that are within six grade levels of each other. (Example: A DCI sixth grade applicant would get sibling preference at DCI if they have a sibling in Kindergarten at LAMB.) DCI also has a reciprocal sibling preference with Elsie Whitlow Stokes PCS, Mundo Verde PCS, and Washington Yu Ying PCS. Those schools allow siblings of DCI students to receive a preference at their schools where the students are within six grade levels of each other. (Example: A Yu Ying second grade applicant would get a sibling preference at Yu Ying if they have a sibling in eighth grade at DCI.)

Waitlist Management

When there are more applicants than seats available, waitlists are created. DCI maintains separate waitlists for each member school and for the general lottery pool, and these waitlists are organized by DCI language track.

To ensure that waitlists are managed transparently and in accordance with the school's operating charter agreement, DCI follows the principles below.

Member School Waitlists (Grade 6)

- DCI will fill available seats allocated to each member school from that member school's waitlist, up to the number of seats designated for that school.

- If a member school seat remains unfilled because that school no longer has applicants on its waitlist, DCI will fill the seat as follows:
 1. The seat will be offered to another member school applicant, prioritizing applicants based on programmatic need by language track (for example, filling available seats in the French language track before offering seats in the Spanish language track if the French program needs additional students).
 2. Within the appropriate language track, the seat will be offered to the member school applicant with the lowest random lottery number by preference group.

General Lottery Waitlists (Grades 6-9)

- DCI maintains separate waitlists for non-member school lottery applicants organized by language track. If seats are available, they are offered to students from the general lottery waitlists in waitlist order.

Admissions Post-lottery

If a family misses the lottery application deadlines, they may submit a My School DC post-lottery application to DCI. Post-lottery applicants are added to the waitlists below lottery applicants and are ordered based on their time of submission. The only exception is for post-lottery applicants that qualify for a preference that a lottery applicant does not qualify for (sibling, founder, children of staff).

Please note that member school applicants who submit a post-lottery application to DCI are **not eligible for member school priority**. These applicants are added to the waitlists below all lottery applicants and are ordered based on the time of submission unless they qualify for a preference that a lottery applicant does not qualify for (sibling, founder, children of staff).

Continuing Enrollment

DCI students do not need to re-apply through the My School DC lottery to enroll for the following school year, including when transitioning from middle school (Grade 8) to high school (Grade 9). However, families must complete required enrollment forms and submit school-specific information annually by the school's enrollment deadline. This includes residency verification, immunization documentation, and other required materials. Students who are expelled from DCI may not reapply for admission.

Leave of Absence

With permission from the Principal, Director of Operations, and/or Executive Director, currently enrolled students can take a leave of absence of up to three years to pursue their language in another country, to study at another IB school, or for other excused reasons. Prior to returning to DCI after an approved leave, families must submit documentation of their leave and educational credits earned. DCI will review to ensure adherence to the approved request. Students will be allowed to re-enroll once transcripts and credits are approved by the Principal, in collaboration with the counseling team.

Study Abroad

To study abroad for one semester, the leave of absence needs to occur during the second semester, as an enrolled student must be present up until October 5th. To study abroad for more than one semester, the student must be able to stay on track for graduation credits according to our Course Catalog. Permission for study abroad will be granted by the Principal, Director of Operations, and Executive Director, based on a plan developed by the student's counselor with the student and their family, and approved by the Principal, to remain on-track for graduation. The student must be able to keep up with their language track. To pursue these opportunities, guardians must submit a letter explaining the opportunity to the Principal and Director of Operations.

Exchange Students

DCI cannot generally accept short-term visitors during the school day – for example, a friend of a student or a former DCI student. Exceptions may be approved by the Principal or Executive Director for prospective students from member schools or for students who have been accepted through the My School DC lottery.

Visitors from other countries can add to the educational experience of DCI students. With permission from the Principal and Executive Director, DCI may host visiting international students for short-term stays.

Students who are part of a US Department of State-approved foreign exchange program and who seek to enroll at DCI must follow My School DC policies and the Office of the State Superintendent of Education (OSSE) [enrollment policy](#) for foreign exchange students.

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 (5) days of the absence in order to have it be excused.

Families will be contacted if their child is absent without explanation. DCI follows the "60/40" attendance policy as required by the DC Office of the State Superintendent of Education (OSSE). This means if your child attends school for less than 60% of the day, it will be tracked as an absence. This applies to both excused and unexcused absences. ([See 5-A DCMR § 2199.1.](#))

To support your child being marked present for the full day, please make sure they arrive on time and stay until the close of the school day every day. Please note that the following late

arrivals and / or early dismissal times will result in your child being considered legally absent for the day:

- Students arriving after 11:30 a.m. Monday – Thursday and after 10:15 a.m. on Friday
- Students leaving before 1:00 p.m. Monday – Thursday and before 11:30 a.m. on Friday
- Students arriving late and leaving early and missing more than 40% of the scheduled school day

DCI always wants students in attendance as much as possible, but families should be aware of this record keeping practice.

Please contact the front office at (202) 808-9033 or email reception@dcinternationalschool.org by 8:20 a.m., should your child be absent or tardy. Please include the following:

- Student's full name and grade
- Date of absence
- Reason for absence or tardiness, and
- Contact number for parent / guardian.

Parents/guardians must report a student's absence by 11:00 a.m. on the day of the absence; otherwise, an unexcused notification will be issued through SafeArrival. It is the responsibility of the parent/guardian to submit appropriate documentation within five (5) days of the absence for the absence to be considered excused. Documentation may be provided via the school messenger app, a handwritten note, or by email to reception@dcinternationalschool.org. If your student is absent for more than four (4) consecutive days due to illness, you must submit a doctor's note to mark the additional 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:

- Illness of the student or doctor's appointment up to four (4) days with parent note;
- Illness for absence up to 10 days due to quarantine, contagious disease, infection, infestation, or other condition requiring separation from other students for medical or health reasons;
- Illness or other immediate family emergency which requires the presence of the student outside the school;
- Death in the student's immediate family;
- Observance of religious holidays*;
- Suspension or expulsion from school by an administrator;
- 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

- Other absences approved in advance by the principal upon the written request of a parent/guardian

**Absences for religious observance are treated as excused and are not included in any maximum number of excused absences referenced in this policy.*

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 the city's Child and Family Services Agency (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 / guardian'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 (5) or more cumulative days per term, further documentation is required beyond communication by the parent / guardian 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 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.

The following chart explains the type and level of communication parents / guardians can expect based on the number of unexcused absences accrued by their child.

Counselor Intervention for Full Day Unexcused Absences

Thresholds	Intervention Progression
3 unexcused absences	Email sent to student, parent guardian, advisor/family.
5 unexcused absences	Phone call to family to understand issues, offer support, and explain the next steps.
8 unexcused absences	Family meeting and an attendance intervention plan is created.
10 unexcused absences for students up to age 13	Report to Child and Family Services Agency (CFSA)
15 unexcused absences for students age 14+	Referral to Court Social Services Division and to the Office of the Attorney General Juvenile Section

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. 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](#) applies to attendance determinations and consequences.

High school students must receive prior approval from the High School Principal of any non-medical absences extending over five (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.

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

Early Dismissal

Should a student need to leave the school day early, please send a notification to the front office via the *School Messenger* app or email reception@dcinternationalschool.org. Notes must include the following information:

- Student full name and grade;
- Date of early dismissal;
- Time of early dismissal; and
- 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 3:00 p.m. Mondays – Thursdays or 12:30 p.m. on Fridays. Students who are over the age of 18 and have their educational rights can self-dismiss with approval from the High School Principal. They must sign out and exit via the Main Drive entrance. The front office is not able to accommodate early dismissals after these times with one exception: Following the completion of DC CAPE, SATs, IB testing, high school students will be released early when testing is complete.

Emergency Closures, Early Dismissals and Delays

At DCI, the safety of our students and staff is always our top priority. DCI typically aligns with the District of Columbia Public Schools (DCPS) when making decisions related to inclement weather and communicates our operational status accordingly. This alignment helps ensure consistency for families across the city and is our standard practice. When alignment with DCPS is not possible, we coordinate with our member schools to guide decision-making based on local conditions. DCI families will be notified of any school closures, delays, or early dismissals via email and text message. Updates will also be posted on our website and social media accounts. Families are encouraged to check these platforms for the most current information.

Visits to Classes

Our Middle School allows families to visit classrooms for observations provided the visit is scheduled with the Leadership Team, and the teacher confirms the observation will not be a disruption to the lesson planned for the day of the observation. Our High School allows classroom visits in very unique circumstances. We do not allow parents / guardians to just come and observe classes. Parents / Guardians can come and observe if there's a concern for mental health or there is a desire to learn more for the purposes of an IEP or 504 plan.

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 Main front desk after collecting a tardy pass until 8:45am), and lunch, with purchase options following DC 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, DoorDash, 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/guardian 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](#) (LWP) in place. This policy delineates the roles, responsibilities, actions, and timelines specific to DCI; it 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, DCI 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 DCI'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.

DCI is committed to being responsive to community input, which begins with awareness of the LWP. DCI 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. DCI will also inform parents/guardians 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. DCI 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 Dispatch, and the DCI Student and Family Handbook, at a minimum. DCI will also use the weekly Dispatch to inform the community about the availability of the annual and triennial reports. Additionally, DCI will disseminate this LWP to parents/guardians through posting it in the school office, on the school website, the Student and Family handbook, and through any parent-teacher organizations.

Kids Ride Free SmarTrip Cards

All currently enrolled students are eligible to receive a Kids Ride Free SmarTrip (KRF) card upon request. The KRF card may be used on Metrorail and Metrobus for travel to and from school and school-related activities, including approved events on weekends.

Each card must be individually assigned to a student by a KRF card administrator. Cards may only be issued to students who are currently enrolled at DCI. Once assigned, cards remain valid through September 30 of the following school year.

Cards are distributed on a first-come, first-served basis and cannot be reserved or pre-assigned. Students may request a KRF card at the reception desks each day after dismissal. Replacement cards are provided at no cost.

Religious Holidays

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

Highly Qualified Teaching Staff

All public charter school educators in the District of Columbia must possess a bachelor's degree from an accredited institution of higher education under the [Every Student Succeeds Act \(ESSA\)](#). Teachers with degrees and studies from institutions outside of the US must submit a [foreign credential evaluation report](#) issued by an approved evaluation agency.

Charter schools in the District of Columbia do not require teacher licensure with the Office of the State Superintendent (OSSE) with the exception of some special education teacher positions

and related services providers (e.g., speech and language, occupational therapy, behavior therapy, physical therapy).

Related service providers must possess valid licensure in the District of Columbia for their related practice area.

Positions funded with federal funding may require additional qualifications, including state licensure. Individuals seeking licensure should contact OSSE. Related service providers should work with DC Health or relevant licensing bodies.

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

DCI uses a Multi-Tiered System of Supports (MTSS) model for addressing student instructional concerns. Designed to reduce inappropriate referrals to, or placement in, special education, MTSS ensures that struggling learners are identified, supported, and served early and effectively. MTSS 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, through co-instruction in 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 Chief Academic Officer 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), DCI is responsible for conducting continuous efforts intended to identify, locate, and evaluate all children with disabilities between the ages of 11 and 22 years of age enrolled in DCI, 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 DCI and applies to all children enrolled in DCI and all staff employed by DCI. DCI staff is expected to know and act in accordance with the requirements and procedures established by this policy. DCI trains staff on an annual basis to ensure staff understand and execute Child Find responsibilities.

Points of Contact

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

Nivea Greene
Director of Student Support
202.808.9033
nivea.greene@dcinternationalschool.org
1400 Main Dr. NW Washington, DC 20012

Target Populations

This policy and DCI Child Find efforts apply to children between the ages of 11 and 22 years of age enrolled in DCI, 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, DCI school provides public notice through a variety of methods:

- DCI school provides information to parents/guardians and the school community at school events such as back-to-school events and summer enrollment events;
- DCI school publishes information and relevant dates in school manuals, calendars, and on its website;
- DCI school staff provides information to parents/guardians 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 DCI, DCI maintains contacts with the following District agencies:

- The Child and Family Services Agency (CFSA);
- Department of Behavioral Health (DBH).

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

DCI 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), DC Health (DOH),

Department of Behavioral Health (DBH), Child and Family Services Agency (CFSA), and the Department of Youth Rehabilitation Services (DYRS).

Referral Processes

DCI makes every effort to ensure that we follow a continuum of support when there is suspicion of a learning disability. The MTSS process serves as a Tier 1 and Tier 2 response and intervention to help identify the needs of the student. In the event a student is not responsive to Tier 1 and Tier 2 supports then teachers and family can submit a referral request.

A referral is documentation provided by the child's parent, guardian, or other referral source, which clearly states why it is thought that the child may have a disability. DCI 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/guardian fails or refuses to respond to a request for consent for the evaluation;
- The parent/guardian of the child repeatedly fails or refuses to produce the child for the evaluation; or
- The child enrolls in another LEA prior to the determination of eligibility.

If a parent/guardian 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 Chief Academic Officer. All DCI school staff must accept an oral or written referral for initial evaluation. Upon receiving an oral referral, DCI 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. DCI provides a referral form to assist parents/guardians and other parties in documenting a referral. To obtain this form, please contact the Chief Academic Officer.

DCI accepts referrals for initial evaluation from the following persons:

- A student's parent or guardian;
- The student, provided that educational rights have transferred to the student; and
- Employees of DCI who have knowledge of the student.

DCI 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/guardians or organizations may submit a referral.

After DCI has received a referral, DCI must make reasonable efforts to obtain parental/guardian consent for an initial evaluation, which includes attempting to contact the parent/guardian at least three (3) times on three (3) different dates using at least two (2) modalities. DCI 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/guardian reports, health records, or data from other interventions. DCI will provide the parent/guardian of a child suspected of having a disability with information about the nature of any additionally required assessment.

Screenings

DCI 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/guardian. Screenings utilize assessments and tools that are generally applied across the entire student population. Parent/guardian consent is not required for DCI to conduct a uniform, schoolwide screening. A screening conducted by a DCI 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/guardian consent.

DCI 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.

Multi-Tiered System of Supports

DCI Multi-tiered System of Supports (MTSS) 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'/Guardians' legal rights during the Child Find process are defined by IDEA and District of Columbia law. In the event of a disagreement, parents/guardians may pursue dispute resolution and due process rights, including mediation, due process complaints, or state complaints. Parents/guardians 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 Chief Academic Officer to obtain a copy of their procedural safeguards.

Parents/guardians may obtain information about the availability of special education and related services through this policy, information in this handbook, or by contacting the Chief Academic Officer. DCI also maintains written materials for parents/guardians, which can be found at the front reception desk upon request. DCI staff is required to provide information to parents/guardians upon request and at parent-teacher conferences.

Data Reporting

In accordance with District of Columbia law, DCI counts and reports the number of children with disabilities receiving special education and related services 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/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 Chief Academic Officer. Anyone who believes that DCI 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 Chief Academic Officer pursuant through DCI's Grievance Procedures. A copy of the grievance procedures can be obtained by request through the Chief Academic Officer.

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, 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 will follow a cell phone collection process designed to keep our classrooms focused and our community connected. At the start of every academic or ATL period, students will be expected to turn in their cell phone to their teacher or staff member. Phones will be stored in a secure cell phone box for the period and returned at the end of class before students transition to their next period—where the process will be repeated. At all other times during the school day, including transitions, lunch, and restroom breaks, students should not be using their phones. All devices should remain silent or powered down. If a student does not turn in their phone as instructed and is seen using it, the Restorative Team will follow up and apply our ladder of support, which may include documentation in DeansList, family contact, and possible phone confiscation.

High School is a phone-free environment from bell to bell. All students are required to secure their phones in a locked Yondr pouch at the beginning of each class period. Teachers are responsible for ensuring that this occurs. Students arriving late must follow the same procedure upon entering the classroom. Phones may be accessed during lunch and transitions. Failure to comply with the cell phone policy will result in progressive consequences, as outlined in the student discipline policy.

Middle School and High School students must use the DCI issued Chromebook for all school-related work. The use of personal laptops is not permitted on school grounds or as a substitute for the assigned DCI device. If a student requires a different device due to a documented accessibility concern, DCI will work with the student and family to provide an appropriate alternative.

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 our online grading portal, Google Apps for Education, and 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. 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.
- 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 be issued in special circumstances when completing work on paper is not possible. However, students that have multiple loaners checked out will not be able to check out any additional loaner until the multiple loaners are returned. Parents will be notified.
 - 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 below) 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.
- *Email 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.
 - Email 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: \$110.00 - \$260.00, contingent upon original purchase price and depreciated value
 - Replacing Screen: \$30.00 - \$40.00
 - Touchscreen Replacement: \$70.00
 - Replacing Power Cord: \$25.00
 - 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, lightweight, 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. Can DCI connect my personal device to the school's WiFi?

A. No, DCI is required to comply with The Children's Internet Protection Act (CIPA). Therefore, the school implements security measures and filtering on its network to prevent minors from accessing inappropriate or harmful online materials.

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 that students were on their computers in the classroom less than 50% of the day. 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. 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. Please read more about our Bit Browser policy [here](#).

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 21 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 outside 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.

English Class Books and Textbooks

Students are often assigned books for class through the library. Textbooks and English class books have a longer loan period; around 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 48 hours / two business days (and generally not in the evening). Families can also call the school office and leave a phone message for a teacher response within 48 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 8:00 a.m. and 8:30 a.m. 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/guardian if the organizer of the meeting has not been notified within 24 hours of tardy/absence.

Families should check our online grading portal (Toddle) regularly.

We have put systems in place to ensure that DCI staff communicate with families in a language they best understand. All major written communication and school events (i.e., DCI Dispatch,, standalone email messages, events like Back to School Nights, etc.) are provided in both English and Spanish (the non-English language most spoken by members of our school community) through translation and interpretation. Staff also have access to interpreters of other languages through a phone interpretation service and through contract interpreters.

Transcripts, Letters of Recommendation, and Other Forms

DCI and its staff members may provide transcripts for HS students and report cards for MS students, as well as letters of recommendation for all students.

All inquiries should be sent to transcriptrequests@dcinternationalschool.org. Once submitted you will receive a message that your request has been received. Please allow for 5-7 business days to process your request. We cannot guarantee the request will be fulfilled with less notice than 5-7 business 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 (2) 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 (5) 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 DCI.

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 [attached](#) and 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;
- Disruptive behavior during examinations; and/or
- Disclosure of information about the content of a terminal IB examination paper within 24 hours after a written examination

The academically honest student does:

- Acknowledge help from family members, older students, friends, and virtual assistants, such as chatGPT (though still utilizes original thought);
- 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; and
- 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 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 their own work to copy.

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

- Use of the library and Internet;
- Basic note taking skills;
- Simple paraphrasing and adaptation of source material;
- Ways to acknowledge informally in writing and speech;
- Relevant use of direct quotations and citations;
- Simple ways to acknowledge information derived from electronic sources;
- Writing a bibliography;
- What constitutes cheating, inclusive of what constitutes cheating when using generative AI;
- 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 accordance with the [DCI Assessment, Resubmission, and Academic Honesty policy](#).

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, and builds self esteem; 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/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;
- 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/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 included [here](#). Students may receive appropriate consequences if they are not dressed in accordance with the dress code.

Restorative Justice Approach to Discipline, Suspension, Disciplinary Probation, 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 over the long term, but positive intervention does. DCI will utilize restorative justice practices such as logical consequences, restorative conferences, family and conferences among other interventions in order to be proactive about preventing suspension or expulsion where possible.

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 Director of Student Experience or Principal with or without the recommendation of the student's teacher or other school employee. The Director of Student Experience or Administrative Designee will determine the number of days for suspension based on the severity of the infraction, the age of the student, previous infractions and other relevant context. The suspension shall become effective immediately unless otherwise stated by the Director of Student Experience or Administrative Designee. DCI requests that a parent/guardian attend a meeting with the Director of Student Experience or Administrative Designee before a student may return to school.

SPECIAL NOTES OF CONCERN REGARDING COUNTING SUSPENSION DAYS

Suspension days shall be counted as follows:

- The suspension shall terminate at midnight on the day listed as the last day of suspension.
- Times when school is not officially scheduled are not to be counted as part of the suspension time. (Should school be canceled for any reason during a scheduled suspension day, the suspension will lengthen to include the time school was actually in session.)

MAKE UP WORK FOR SUSPENSION

Students who are suspended shall be offered make-up work assignments; They will also be enabled to work with school staff about those assignments as needed. Parents will be included in the plan for continuing education and should work with the Director or ATL / Core Studies teacher to ensure this is effective. Students will also be able to make up any missed work during the suspension if they were unable to complete the work because of the suspension. In the case of long-term suspensions, unless other arrangements are made, teachers are to give work in one-week increments. Students must complete and return work to the teacher who assigned the work.

PARTICIPATION AT SCHOOL AND SCHOOL RELATED ACTIVITIES DURING SUSPENSION

Students who have been suspended from school shall not be eligible to participate in any school functions for the entire period of their suspension, including athletic activities.

Disciplinary Probation

DCI may decide to place a student on disciplinary probation as a disciplinary matter to reinforce behaviors in a progressive approach. Disciplinary probation occurs when the student's behavior has reached a point where a more serious response from the school is required for serious or repeated violations of the Code of Conduct for Tier III and IV behaviors. If the student's behavior does not improve while on probation, the disciplinary process may lead to suspension, alternative placement, and/or expulsion.

When a student is placed on disciplinary probation, the student and parent/guardian will be notified in writing that the student is on Disciplinary Probation, the actions the student must take to remedy their behaviors, and the length of the probation period. Depending on the situation, this could include additional academic support and / or limits on extracurricular activities.

The length of disciplinary probation and its conditions will be determined individually for each student by the school administration but will not exceed the equivalent of 1-school year. Probation is a serious status with severe consequences. Students may be referred to a Judiciary Panel for violations of disciplinary probation.

A school administrator will make reasonable attempts (three phone calls or written communications or email or any other form of contact) to contact a parent/guardian regarding a student's Disciplinary Probation status. If a parent fails to communicate and/or refuses to sign a Disciplinary Probation Contract, the contract shall be enacted. A final copy of the contract will be provided to the student and parent/guardian.

STEPS IN DISCIPLINARY PROBATION:

- **Step 1:** The student and their parent/guardian will meet with a school administrator to review the reason for the Disciplinary Probation. During this conference, a Disciplinary Probation contract will be signed stating behavioral goals and/or a timeline for meeting behavioral goals.
 - If a student **meets** the stated expectations of the Disciplinary Probation, they will be reviewed by an administrator at which point s/he will be removed from Disciplinary Probation.
 - If a student **fails to meet** the state goals of the Disciplinary Probation contract or violates the contract, this will result in further action which may include a Final Probation contract, alternative placement, long-term suspension, and/ or expulsion
- **Step 2:** If the student violates Disciplinary Probation, they may be placed on a Final Probation Contract, if the violation does not warrant expulsion. This contract is a serious document that makes clear that repeated minor or major violations of the Code of Conduct could result in expulsion from DCI. Students who commit a Tier IV violation (or repeated Tier III violations) of the Code of Conduct may be placed on Final Probation Contract without Disciplinary Probation (Step 1).
 - If a student **meets** the stated expectations of the Final Probation contract, they will be reviewed by an administrator at which point they will no longer be on Disciplinary Probation.
 - If a student **fails to meet** the stated goals of the Final Probation contract s/he will be considered to have violated a Tier IV infraction given the repeated nature of the violations. The student will have a Judiciary Panel Hearing which will review the student's behavior to date and make necessary recommendations which could result in expulsion.

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 (6 days or more) or expulsion. IDEA discipline provisions are observed in cases regarding students with disabilities.

EXPULSION

An expulsion is the permanent removal of a student from DCI. An expulsion is a denial of a student's right to attend school and to take part in any school function permanently. Students may be expelled for

- Extreme violations of the Code of Conduct that significantly and demonstrably harm the educational environment of DCI or harm the safety or security of DCI's students, staff, faculty, or others associated with the community
- Any Tier IV violation as listed in the student / family handbook
- Repeated violations of the Code of Conduct after appropriate interventions have been attempted.
- Violation of Disciplinary Probation or a Final Probation Contract.
- Any student violating the Gun Free School Act will be permanently expelled.

When a student commits an offense that is eligible for expulsion, the school will:

- Notify the student of the infraction(s) as well as the parent / guardian
 - Conduct a thorough investigation.
 - Accept information from the student(s) and other persons who have knowledge of the incident. The student involved shall have the opportunity to express their side of the incident.
 - Determine the accuracy of the infractions(s) based on the investigation.
 - Send written notification, within two (2) school days of the conclusion via email, hand-delivery, or send via certified mail a copy of the notification of the investigation to the parent/guardian that includes:
 - The disciplinary infraction
 - The date and time for the Judiciary Panel Hearing
 - The student's status pending the Judiciary Panel Hearing Appeal process
- School administrators may notify the parent/guardian of the suspension via phone, email or in person in addition to providing written notification. Written notification may be given to the student if they are under 18 when the parent/guardian is notified by phone/email of the long-term suspension.*
- If it is not possible to provide written notification within two (2) school days of the conclusion of the investigation, DCI will inform the parent/guardian of the reason and define a new timeframe for notification upon conclusion of the two (2) day notification period.
 - If the student or the student's parent/guardian cannot communicate in English, the school shall provide an interpreter.

Any student who is pending a Judiciary Committee Hearing will not be able to attend or participate in school programming or activities including before or after-school.

Judiciary Panel Hearing

A Judiciary Panel will be held for any student recommended for a long-term suspension (6 or more days) or expulsion; or for a student who has not successfully completed Disciplinary Probation. The grade band principal/designee will recommend a student for a Judiciary Panel Hearing. The Judiciary Panel Hearing will be heard by the Hearing Officer/ designee) as appointed by the Executive Director with no prior connection to the incident being reviewed. In the event the Executive Director is personally involved in the matter, the Board Chair, will appoint the Hearing Officer. The Hearing Officer / designee will be a senior school leader. A student's age will be taken into consideration during the hearing process.

The Hearing Office / designee will attempt to schedule the Judiciary Hearing within ten (10) school days of the conclusion of the investigation identifying a disciplinary infraction. If the school is unable to contact a parent/guardian within the ten (10) day window, a hearing notice

will be mailed home on day ten (10). The hearing officers will conduct the Judiciary Hearing, which shall be closed to the public and will include:

1. The lead administrator for the grade who recommended the panel review. Usually, this will be the grade-band assistant principal.
2. The Judiciary Panel Hearing will be held no later than 12 business days after the initial incident investigation notice is issued, unless additional time is required by the school or at the parent/guardian's request.
3. A statement of the Code of Conduct violation and summary of the Judiciary Hearing procedures will be stated by the grade band principal / designee.
4. Any relevant school staff such as the Director may be present to provide information during the hearing.
5. An explanation and review of the evidence or facts for which the Judiciary Hearing is being held. If video footage is available of the incident, the video may be shown.
6. The student may be represented by their parent/guardian and one additional adult.
7. The student may present any information that they want to the Judiciary Panel to consider. The hearing officer / designee may ask questions regarding the matter to anyone present at the hearing. An advocate may speak on the student's behalf. The student has the right not to speak on their own behalf. Neither the school's representative at the hearing nor the student nor their representative(s) will be given the opportunity for cross-examination during the hearing.
8. Within 24 business hours of the conclusion of the hearing, the hearing officer/designee will make a decision regarding the consequence. The decision will be effective immediately.
9. The student/family will be informed of the decision via phone within two (2) school days of the conclusion of the hearing and written notification will be mailed within three (3) school days of the decision. This notice will contain information regarding appeal procedures
10. If a parent/guardian fails to attend the hearing at the scheduled date, time, and place, without adequate notice and good cause, the hearing will be held without them. Appeals will not be accepted by students/parents/guardians who do not appear at the initial hearing.
11. Hearings may be held in person or virtually, at the schools discretion.
12. In making its decision, the hearing officer/ designee will review evidence presented at the hearing and the DCI Code of Conduct.

After the hearing officer/ designee conducts the Judiciary Panel Hearing and determines whether a long-term suspension or expulsion is warranted, the hearing officer/ designee shall proceed as follows:

- Inform the student and parent/guardian of the Judiciary Panel Hearing outcome and the reason(s).
 - Send written notification (mail, email, hand deliver), within two (2) school days of the Judiciary Panel Hearing decision when possible, to the parent/guardian that includes:
 - The Judiciary Panel Hearing outcome and the reason(s),
 - The length of the suspension, where applicable,
 - The student's right to return to school at the end of the suspension (if applicable), and
 - Any conditions for that return.

JUDICIARY PANEL APPEAL

Any student who receives a long-term suspension or is expelled has the right to appeal the decision in writing to the Board Chair (boardchair@dcinternationalschool.org) within five (5) school days of the written notice of the Judiciary Panel Hearing decision being issued. If you do not appeal the long-term suspension or expulsion decision within five school days, the decision will be considered final. Your appeal should include the following information:

- Student's name and grade level
- Indicate the reason you are requesting an appeal of the decision
- Include your name and contact information. An appeal review may only be submitted by the student's parent/guardian(s) on file with the school.

Appeal Reviews will not be granted for students/parents/guardians who failed to be present for the initial hearing. The Appeal Review panel reviews the records of the case to determine if a fair hearing was conducted and if DCI's actions were consistent with the school's policies. The Appeal Review does not re-hear the case. The following process shall be implemented for all appeals.

1. An Appeal Review date will be set within ten (10) school days of the receipt of the Appeal request by the Board Chair/ designee. The appeal date will occur within fifteen (15) calendar days from the date of the hearing being set.
 - a. All efforts will be made to shorten this timeframe given the need for finality
2. Appeals will be reviewed by the Board Chair/ designee and by at least two (no more than four) other Board members, the Appeal Panel. The Appeal Panel will always be less than a Board quorum.
3. Appeal Reviews are closed to the public.

In making its decision, the Board Appeal Review Panel will:

1. Review the request and basis of the appeal;
2. Review all evidence and documentation from the incident and Judiciary Hearing and any supporting documentation;
3. Review any statements and or documentation from the Judiciary Hearing on behalf of the school or student;
4. Review the DCI Code of Conduct;
5. Determine if the Judiciary Panel decision should be upheld or overturned. In making its decision, the Appeal Panel will consider if 1) the hearing conducted was consistent with DCI's policies and 2) if DCI's recommendation for long-term suspension or expulsion were consistent with the Code of Conduct.
6. Appeal Review Panel decisions will be based on a majority vote of panel members. In the event of a tie vote, the appeal will be granted.

The Board Chair/ designee will typically notify the parent/guardian of the appeal decision within three (3) school days of the Appeal in writing. The Board Appeal Panel may determine to:

- Uphold the suspension/expulsion.
- Uphold a suspension/expulsion but clear the student's record of the suspension/expulsion at the end of the semester or school year per specific guidelines determined by the Executive Director.
- Uphold that a consequence is warranted, but that the given consequence was not appropriate and should be modified. The decision would then be sent back to the hearing officer to finalize the consequence.
- Determine that the suspension/expulsion was not within school guidelines, overturn the suspension/expulsion and order that no information regarding the suspension/expulsion

will be placed in the student's permanent record nor shared with anyone not directly involved in the proceedings.

If the suspension or expulsion is overturned, the cumulative record of the student and any other school-maintained records will reflect that conclusion. If the Board Appeal Panel upholds the expulsion or long-term suspension, the long-term suspension or expulsion shall be imposed, and such decision will be final and reflected in the student's school records. *Decisions made by the Appeal Panel are final.*

SPECIAL NOTES REGARDING AUDIO/VIDEO RECORDING OF JUDICIARY HEARINGS AND APPEAL REVIEWS

All Judiciary Panels and Appeal Reviews are closed to the public. All such hearings may not be recorded using a video or audio recording device under any circumstances and may only be audio-recorded as required to provide accommodations by the Americans with Disabilities Act (ADA) or section 504 of the Rehabilitation Act. A written request must be made 48 hours prior to the hearing to audio-record the hearing to the Principal.

PARTICIPATION AT SCHOOL AND SCHOOL RELATED ACTIVITIES AND RE-ENROLLMENT

Students who have been expelled from DCI shall not be eligible to participate or attend any school functions. Students will not be eligible to re-enroll for subsequent school years. Expulsion is the permanent removal of a student from DCI. Any other benefits that would accrue to a student or family member from enrollment at DCI will cease upon the date of the expulsion determination. Sibling preference in the MySchool DC lottery will be maintained for that school year and then cease to exist beyond that time.

DUE PROCESS PROCEDURES FOR STUDENTS WITH DISABILITIES

All disciplinary removals for students with disabilities shall be conducted in accordance with the most current federal and district laws. Students with disabilities are subject to the same code of conduct as all students provided that the following procedures are also followed when applicable. When a special education student's removal amounts to a change in placement, a manifestation determination review meeting will be held as outlined below.

A **change of placement** because of a disciplinary removal occurs if a child with a disability is removed from their current educational placement for more than 10 consecutive school days, or the child is subjected to a series of removals that constitutes a pattern because:

- (1) The removals total more than 10 school days in a school year
- (2) The child's behavior is substantially similar to previous incidents that resulted in the series of removals

AND

- (3) Additional factors such as length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another constitute a pattern.

Removal for 10 or fewer school days in a school year. Students in special education can be suspended for up to 10 consecutive or cumulative school days in a year to the same extent that suspension is used for all students. A plan for continuing the student's education during suspension will be implemented in the same way that it is implemented for all students who are suspended. This plan will ensure that the student

- Continues their studies and receives all assignments during the suspension
- Can communicate with school staff about the assignments and
- Has the opportunity to make up any work missed during the suspension if the student cannot complete it during the suspension

Removal for more than 10 cumulative school days when the student's behavior does NOT represent a pattern. A manifestation determination is not required when a student is suspended for more than 10 school days in a school year and the series of suspensions does not constitute a pattern. However, students who are suspended for more than 10 school days in a school year must continue to receive educational services while on suspension so as to enable them to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting their IEP goals. Students who are suspended for more than 10 days in a school year may also receive, as appropriate, a functional behavior assessment and behavior intervention services and modifications to address the behavior violation so that it does not recur.

Removal for more than 10 consecutive school days or more than 10 cumulative school days when the behavior DOES represent a pattern. Disciplinary action that results in a student being suspended for more than 10 consecutive school days or 10 cumulative school days in a year where the series of suspensions constitute a pattern may result in a disciplinary change in placement. A disciplinary change in placement requires a manifestation determination to be made by the Special Education Team.

When this occurs, the following documentation and action steps must occur:

- *Parent Notification.* The parent/guardian must be notified of the disciplinary action to be taken and informed of the procedural safeguards on the day the decision to take disciplinary action was made.
- *Manifestation Determination.* A Special Education Team meeting must be convened within 10 school days to determine whether the student's behavior was a manifestation of their disability.

Students who are suspended for more than 10 school days in a school year must continue to receive educational services while on suspension so as to enable them to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting their IEP goals.

A manifestation determination meeting (MDR) reviews the relationship between the student's disability and the student's behavior that is subject to the disciplinary action. The determination is made by the student's IEP team, after review of all relevant information in the student's file including the IEP, teacher observations, and relevant information provided by parents. The team must determine whether:

- (1) The conduct in question was caused by or had a direct and substantial relationship to the child's disability

OR

- (2) The conduct in question was the direct result of the school's failure to implement the student's IEP.

If it is determined that the **student's behavior(s) was a manifestation of their disability**, then the IEP team must conduct a functional behavior assessment, unless one has already been conducted, and develop a behavior intervention plan for the student or review the student's current behavior intervention plan and modify it as necessary. The student must also return to the placement from which they were removed unless the parent/guardian and school agree otherwise as part of a modification to the behavior intervention plan. If the parent/guardian and school agree to continue the student's removal to an interim alternative educational setting as a behavior intervention, that agreement will be discussed at an IEP meeting and detailed in a prior written notice. In such cases, the IEP team will determine what services are needed in the interim alternative educational setting.

There are **special circumstances** where a student with a disability can be removed from their last placement to an interim alternative educational setting for up to 45 school days without regard to whether the student's behavior was determined to be a manifestation of their disability and regardless of whether the parent agrees. Special circumstances exist if the student:

- (1) Carries a weapon (a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such item does not include a pocket knife with a blade of less than 2.5 inches in length) to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of a local educational agency (LEA)
- (2) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a local educational agency (LEA)
- (3) Inflicts serious bodily injury (a bodily injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty) upon another person while at school, on school premises, or at a school function under the jurisdiction of a local educational agency (LEA).

At any time the Special Education Team, with parent consent, may change the student's placement in accordance with the least restrictive environment requirements of IDEA.

If it is determined that the **student's behavior was not a manifestation of the student's disability**, the same disciplinary procedures applicable to a student without a disability, including long term suspension or expulsion may be applied to the student with a disability. Again, students who are suspended for more than 10 school days in a school year must continue to receive educational services while on suspension so as to enable them to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting their IEP goals.

Interim Alternative Educational Setting

Any student with a disability who is removed for more than 10 days in a school year must continue to receive a free appropriate public education (FAPE) in an interim alternative educational setting (IAES). The IAES must provide the services necessary to enable the student to continue to participate in the general education curriculum, although in another setting, and to

progress toward meeting their IEP goals. When a student will receive services in the IAES for 10 school days or less and the removal does not constitute a change in placement, school personnel, in consultation with at least one of the child's teachers, determine what services are needed in the IAES. If the removal constitutes a change in placement (more than 10 school days consecutive or a pattern of removals that exceed 10 school days cumulatively), the IEP team determines what services are needed in the IAES.

If maintaining a student with a disability in their current placement is substantially likely to result in injury to the student or others student, the school can request a hearing officer to order placement in an IAES for up to 45 days. After the hearing request has been made but before the hearing officer's decision is rendered, the school can remove the student to the IAES unless the parent and school agree otherwise. In this case, the IEP team still determines what services are appropriate. A parent may, but is not required to, consent by written agreement to a 45-day interim alternative educational setting as an alternative to a hearing. Such an agreement will also be detailed in a prior written notice.

Interim alternative educational settings will be designed based on the individual needs of each student. When interim services will be provided off site, any providers of offsite services will be closely monitored to ensure that the providers meet all requirements of applicable local and federal law. This includes requirements to ensure the health and safety of the children being provided services, including, for example, assurances that all staff undergo routine background checks and are trained to identify and report suspected child abuse and neglect, and requiring certificates of occupancy and other compliance with facility safety. In addition, all service providers must be licensed and qualified to perform related services, in accordance with the student's educational plan.

Curriculum, instructional materials, and assignments for the IAES will be provided by DCI or approved by DCI in the event the IAES is able to make these materials available. The LEA Representative for DCI will check in at least bi-weekly with IAES providers to discuss progress and ensure implementation of all necessary services. IAES providers will be required to provide weekly attendance reports and bi-weekly progress reports. IAES providers will be required to provide service trackers on a bi-weekly basis as well. DCI will continue to be responsible for tracking IEP goal progress and grades for all students removed to the IAES.

DCI's policies as noted in this handbook apply to any student in an IAES unless specifically noted as a part of the student's placement.

Students Who Are Not Yet Found Eligible

A student for whom the district is deemed to have knowledge of a disability. A child who has not yet been determined to be eligible for special education and related services must be afforded the disciplinary protections under IDEA if the school had a basis of knowledge that the child is a child with a disability before the behavior that precipitated the disciplinary action occurred.

The school is deemed to know knowledge if:

- (1) The child's parent expressed concern in writing to administrative or supervisory personnel of the school or district that the child is in need of special education and related services
- (2) The parent of the child had requested a special education evaluation

OR

- (3) The child's teacher or other school or LEA personnel expressed specific concerns to the director of special education or to other supervisory personnel about a pattern of behavior demonstrated by the child.

The school is NOT deemed to have knowledge of the disability if:

- (1) The parent has not allowed an evaluation or has refused special education and related services

OR

- (2) The child has been evaluated and determined not to be a child with a disability.

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.

<p>Example Behaviors</p> <ul style="list-style-type: none"> ● Off task behaviors ● Not finishing work or homework ● Non compliance ● Chewing gum ● Littering ● Tardiness ● Being in an inappropriate area in the classroom ● Inappropriate displays of affection ● Communication with staff and peers that is not polite, courteous, or respectful ● Unauthorized use of portable electronic devices (i.e., cell phones) during school hours ● Leaving classroom without permission ● Any behavior or other conduct not specifically enumerated in any other tier that is insubordinate or causes minor disruption to the academic environment but does not cause physical harm to self or others 	<p>Possible Consequences</p> <ul style="list-style-type: none"> ● Classroom-based restorative consequence (it may be appropriate for this to take place during lunch 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
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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.

<p>Example Behaviors</p> <ul style="list-style-type: none"> ● Documented pattern of persistent Tier 1 behaviors ● Noncompliance with an approved dress code ● Unexcused absence from class ● Unauthorized presence in hallway during class time ● Unexcused absence from school ● Inappropriate or disruptive physical contact between students (including unsafe play) that does not cause bodily harm ● Directing profanity or obscene gestures toward students or staff ● Throwing objects that could cause injury or damage property ● Any behavior or other conduct not specifically enumerated in any other tier that causes disruption to the academic environment, involves damage to school property, or may cause minor 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 	<p>Possible Consequences</p> <ul style="list-style-type: none"> ● 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 or after school) ● Referral for counseling ● Individual behavior chart with individualized incentives ● Other school-based interventions as approved by Dean of Students ● Organized relationship building with peers or staff
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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

- 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, 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.)

Possible Consequences

- 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 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

<ul style="list-style-type: none"> ● 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 that 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 	
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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 their 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

- Documented pattern of persistent Tier 3 behaviors
- Interfering with school authorities or participating in a major disruption of the school's operation
- Tampering with, changing, or altering an official school record or document
- Persistent harassment based on actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, or place of residence or business
- 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)

Possible Consequences

- Restorative consequence (may be appropriate for this to take place during lunch or after school)
- Family conference with school staff
- Loss of privileges and participation in extracurricular activities
- On-site Long-Term Suspension
- Student Judiciary Committee Meeting to determine if Off-site Long-Term Suspension or Expulsion is appropriate
- 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

- 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 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	
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Public Displays of Affection

Students are encouraged 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.

Staff to Student Relationships

At our school, maintaining clear, professional boundaries between staff and students is essential to ensuring a safe and supportive learning environment. All staff are expected to interact with students in ways that are respectful, appropriate, and aligned with school policies at all times, including during and outside of school hours. This includes using approved communication channels, avoiding one on one interactions in private or non visible settings, and refraining from any behavior that could be perceived as overly personal or inappropriate. Staff members are trained annually on these expectations and on their responsibility as mandated reporters. We ask families to partner with us in upholding these standards. If you ever have concerns or suspect that a boundary has been crossed, please notify your school’s principal immediately so that we can respond promptly and ensure the safety and well being of all students.

Bullying

A key responsibility of DCI 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 unless explicitly sanctioned. 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/guardians or eligible students should submit to DCI's FERPA Administrator using [this form](#) to request the record(s) they wish to inspect. The FERPA Administrator will make arrangements for access and notify the parent/guardian 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/guardian or eligible student believes are inaccurate. Parents/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/guardian or eligible student, the Principal will notify the parent/guardian 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/guardian 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 their tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their 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
District of Columbia 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 a vibrant and diverse community where our collective backgrounds and experiences enrich our learning environment. We recognize diversity as one of our greatest strengths and actively celebrate the cultural identities of our students, families, and staff. By valuing and uplifting each individual’s heritage, we create an inclusive and dynamic space for learning and growth. We are committed to fostering a socially just community where every student’s background is honored and leveraged as an asset in their educational journey. Together, we cultivate a respectful and affirming community where all voices are valued. Disrespect for or denigration of other cultures will not be tolerated.

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 DCI are hereby notified that DCI does not discriminate, or tolerate discrimination against individuals on the basis of actual or perceived: race, color, religion, national origin, immigration status (except as necessary to comply with federal, DC, state, or local law), sex, (including pregnancy, childbirth, lactation and related medical conditions), age, marital status (including domestic partnership status), personal appearance, sexual orientation, gender identity or expression, family status, family responsibilities, matriculation, political affiliation, genetic information, physical or mental disability, medical condition, source of income, veteran status, uniform service member status, status of being unemployed, status as a victim of an intrafamily offense, survivor of domestic violence, sexual offense or stalking, or place of residence or business, or any other protected class under federal, state, DC, or local law.

For inquiries or to file a complaint regarding DCI 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 DCI Human Resources Office at hr@dcinternationalschool.org, who will relay information to the appropriate Title VI Coordinator, Title IX Coordinator, and Age Act Coordinator.

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;
- Ensure that students are in attendance daily. For days a student needs to be excused, it is expected family members communicate that to the school in a timely manner.
- 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 and volunteering initiatives;
- Actively support and participate in DCI sponsored events;

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.

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 and enrich learning and curriculum;
- 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;
- 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.

Volunteering at DCI

At DCI, we value the many ways families contribute to our community. Parent and guardian volunteers play an important role in supporting our programs and enriching the student experience.

To ensure a safe and supportive environment for all students, volunteers and visitors who will spend more than eight (8) hours volunteering throughout a school year must complete and pass a mandatory background check before their first volunteer activity. Participation is contingent upon successful completion of this process. Completed background check consent forms must be submitted to the HR Department. All volunteers at DCI must be approved in advance by the Principals or their appropriate designee.

For questions about background check requirements, please contact hr@dcinternationalschool.org. For school-specific volunteer policies, contact your Principal, and for school-wide volunteer opportunities, contact the Family Engagement Liaison and complete the [Parent Volunteer Interest Form](#).

We ask all volunteers to help uphold a positive and safe school environment by maintaining professional and respectful behavior at all times and following all school rules, safety protocols, and confidentiality policies, including DCI's [visitor policy](#). Volunteers must sign in and out at reception for each visit, wear a visitor pass while on campus, arrive on time for scheduled shifts, and notify the appropriate coordinator in advance if they are unable to attend.

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 Voyager 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 [Pablo Ulloa-Perez](#) for more details. In general, students may not leave DCI during their 12th grade years because of the intensity and rigor of the DP and CP programs.

Purpose and Goals

The purpose of the Voyager 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. Other international travel opportunities allow all students to participate regardless of language level with an emphasis on practicing the target language and immersing themselves in the international culture. 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;
- 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. 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 and prioritizing students eligible for financial assistance, awarded through the school's Voyager Fund.

Student Eligibility

While all students are offered the opportunity to participate in DCI's Voyager Program, 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 Voyager 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.

DCI will work with other organizations to provide international travel opportunities that do not require the same academic mastery as Voyager. However, behavior expectations will remain the same.

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, 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, they will be sent home immediately at the cost of their family. Refunds will not be available to students who choose to attend other schools for high school or who remove themselves from the trip for personal reasons.

Caring

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

Counseling

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

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

If a student is a danger to themselves 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 them 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, and 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 the OSSE 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 DC 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 with the appropriate documentation. 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 exams as required by DC 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 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/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.

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. 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 their 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 DCI or held/given at DCI.

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 - 6:00 p.m., we offer a variety of clubs 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 clubs after school. Families who do not pay their ACE fees in full by the end of the school year will be unable to enroll in future sessions of ACE. All ACE fees must be paid in order for a student to graduate from DCI.

Students may sign up for clubs Mondays through Thursdays. Some clubs will be held two days a week while some clubs may be held one day a week. Friday, we have a special half day of ACE offerings from 1:00 p.m. - 6:00 p.m.

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/guardian 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 will provide a safe, supportive and fun atmosphere of learning and cooperation for all students.

Students may be excluded from ACE clubs 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.

After School Policies

Purpose of After School Policies

DCI has created uniform after school policies for Middle School students, High School students, ACE, Athletics, and after school Events participants to practice. This is to better ensure the safety of our school community and the security of our building. After School is defined as weekdays Monday – Thursday after 3:25 p.m. for Middle School, after 3:35 p.m. for High School, and Fridays after 1:00 p.m.

After School Policy Rationale

These policies are necessary for, and not limited to, the following reasons:

- There are less staff/faculty present after school hours in comparison to the number of students registered for and participating in after school activities (ACE/Athletics/Tutoring), which results in fewer people available to manage our entrances and exits, monitor our hallways and facilities, and contribute to the general safety of our after school student body.
- Adults who are on campus after school are primarily occupied with the care and instruction of their individual classes/teams/groups.
- Unsupervised students can get into situations involving accident/injury/harm where the school and its faculty/staff could be liable. There have been several instances of students and adults engaging in unsafe actions in our building and on campus during after school hours.
- Establishing guidelines and expectations can better and more consistently protect the well-being of our students, faculty, and community members.

After School Student Policies

Middle School Students

- All students should depart the building at dismissal. Students participating in ACE, Athletics, or tutoring must be in their designated space by 3:45 p.m. allowing time for transitioning from the classroom to their after school activity. All students in the building must be in supervised spaces. Middle School Students are only permitted to be in the following locations on the school's campus after 3:45 p.m.:
 - Enrolled in an ACE Club that is meeting that day
 - Enrolled on a Sports Team that is practicing or has a game
 - Tutoring with a teacher in their classroom
 - The Gym (on a day when a public game/competition is taking place)
 - In a location where they are actively supervised by a DCI adult
- Students found in any other location (including outdoor campus locations such as fields/courts) will be instructed to depart campus after 4:00 p.m.
- If a student has been instructed to wait at the front desk for pickup, and the parent/guardian/pickup person does not arrive by 3:50 p.m., the student will be enrolled in the DCI After School Lounge for the day, and families will be charged a \$12 fee.
- If a parent/guardian/pickup person cannot be contacted, the student will be enrolled in the DCI After School Lounge for the day effective immediately and charged a \$12 fee.
- If a student is found unsupervised in a teacher's classroom or other space on-campus they will be asked to leave the building and subject to natural disciplinary consequences
- All after school programming, with the exception of some Athletics practices and games, are finished by 5:15 p.m., unless students are enrolled in post-ACE Lounge which goes until 6:00 p.m.

- ***Students must leave the building and campus by 5:15 p.m. without exception, or they will be enrolled in post-ACE Lounge for the evening and charged the appropriate fees.***
- DCI offers a wide variety of After School Clubs available to Middle School students.
 - Space in Homework Help and Lounge are available daily
 - If a student must remain at DCI after school, affordable activities are available Mondays – Thursdays
 - Contact acedci@dcinternationalschool.org to enroll!
- From 3:45 – 5:15 p.m. siblings of students involved in ACE, athletics, or tutoring must be enrolled in ACE or Athletics Programming.
 - After 5:15 p.m., siblings of students enrolled on an in-season sports team MUST wait for their sibling in the location that is supervised by the Athletics coach.
 - If students are in any location other than the designated team meeting space, parents/guardians will be notified by an Athletics staff member and families will need to make alternate arrangements. *See Athletics for more detailed information.*
- Failure to follow these policies and procedures will result in the student being asked to leave the building. If students remain in the building, families will be enrolled in the ACE Lounge and charged the drop-in ACE fee.

High School Students

- All students should depart the building at dismissal. Students participating in ACE, Athletics, or tutoring must be in their designated space by 3:45 p.m. allowing time for transitioning from the classroom to their after school activity. Some High School programming starts later than 3:45 p.m. Students will be supervised by their instructor/coach until the start of programming. All high school students in the building must be in one of the supervised spaces below:
 - Enrolled in an ACE Club that is meeting that day
 - Enrolled on a Sports Team that is practicing or has a game
 - Meeting with a teacher in their classroom
 - The Inner Library (if supervised by a member of the Library staff)
 - The Gym (on a day when a public game/competition is taking place)
- Students found in any other location (including outdoor campus locations such as fields/courts) will be escorted out of the building and/or off campus after 3:45 p.m.
- If a student is found unsupervised in a teacher’s classroom or other space on-campus they will be asked to leave the building and subject to natural disciplinary consequences.
- All after school programming, with the exception of some Athletics practices and games, are complete by 6:00 p.m. Students must leave the building and campus by that time without exception.
- DCI offers a wide variety of After School Clubs available to Middle School students.
 - Space in Homework Help and Lounge are available daily
 - If a student must remain at DCI after school, affordable activities are available Mondays – Thursdays
 - Contact acedci@dcinternationalschool.org to enroll!

- From 3:45 – 5:15 p.m. siblings of student athletes must be enrolled in ACE or Athletics Programming.
 - Siblings of students enrolled on a sports team MUST wait for their sibling in the location that is supervised by the athletics coach.
 - If students are in any location other than the designated team meeting space, parents/guardians will be notified by an Athletics staff member and families will need to make alternate arrangements. *See Athletics for more detailed information.*
- Failure to follow these rules will result in disciplinary referrals for the students, or drop-in ACE fees if families insist on students waiting with adult supervision on our campus.

After School Family Policies

Student Pick-Up

- Middle School Students are NOT permitted to be at DCI or on its outdoor campus after school unless they are enrolled in ACE, a Sports Team, Tutoring with a Teacher or attending an active Sporting Event. If they are not participating in any of these three programs, they must leave the building and our outdoor campus for the day.
- High School Students are NOT permitted to be at DCI or on its outdoor campus after school unless they are enrolled in ACE, a Sports Team, Tutoring with a Teacher, Studying in the Supervised Inner Library, or attending an active Sporting Event. If they are not participating in any of these three programs, they must leave the building and our outdoor campus for the day.
- If you are in need of care for your student after school, we have ACE programming Monday-Friday for Middle Schoolers, and Monday-Thursday for High Schoolers. You can always email acedci@dcinternationalschool.org for details and to enroll!

Building Entry

- At 3:45 p.m., the only entryway to the building that can be accessed is at the front desk. Students, families and visitors ringing the cafeteria doorbell will not be granted entry. Please plan accordingly.

Late Fees

- Starting April 1, 2023, all Middle School students found at the Front Desk awaiting pickup after 4:15 p.m. will be taken to room GB12 and charged for ACE After Care or 1B11 for Dragon Care. This carries a fee of \$12, which will be applied to a family's CommunityPass account.
- Depending on how often you are in need of care, it will likely be more financially efficient to enroll your student in ACE after school. Email acedci@dcinternationalschool.org for details.

Attending Athletics Events After School

- **DCI**
 - Students attending sporting events must depart the building and / or campus after school. All spectators, DCI and opponent fans, will be allowed entry 30 minutes before game time.
 - Students (spectators) attending sporting events at Fort Stevens may not re-enter the building for any reason at the conclusion of the contest.
 - Restrooms are available at the Rec Center if needed.
 - All spectators must enter through the main entrance, including students returning to the game after departing campus.
 - For the safety of all students and staff, please do not open doors for other students and/or spectators.
 - Spectators should enter the gym from the Main Drive entrance
 - The balcony is reserved for live streaming and overflow seating only. Spectators should enter and exit the 2nd floor balcony from the 1D stairwell.
 - High School students staying for games may use the Inner Library (if supervised by a member of the Library staff).
 - The cafe, and classrooms are **not** available for use after school unless a supervising adult is present.
 - Spectators found wandering the building will be asked to return to the gym. If multiple requests are made of the same individual, they will be asked to leave the building.
- Many of our Varsity teams practice late and we understand those student-athletes are often responsible for providing transportation for their younger sibling(s). These are DCI's official rules for siblings of athletes at DCI:
 - All students, including siblings of DCI student athletes, must be enrolled in an Athletics or ACE activity to remain in the building after 4:00 p.m.
 - At the conclusion of their ACE activity or Athletics team practice, siblings of DCI Junior Varsity and Varsity student athletes, should report to the gym, check in with the Coach, and remain in the gym until the conclusion of practice.
 - If siblings of student-athletes are found wandering the building after 5:15 p.m., a referral will be written, their family contacted, and the student shall not be permitted to remain in the building.
- All other after school policies for Middle School and High School students apply.
- Staff should contact the Senior Director of Student Life, or, Assistant Athletic Director if the situation cannot be resolved immediately.

Athletics

DCI's athletic program serves an important role in supporting the broader mission through the development of teamwork, inquiry, and commitment to excellence. DCI Athletics is committed to providing a high-quality, competitive athletics program that enhances the extra and co-curricular experience of all student athletes.

We believe that participation in athletics helps students develop leadership skills, teamwork, discipline, and a strong work ethic, all of which are critical to success while at DCI and beyond.

We will create a positive and inclusive environment that promotes the physical, mental, and emotional well-being of our students, and foster a sense of pride and belonging within our school, local, and global community.

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](#) and all Athletics inquiries should be directed to the Athletic Department.

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 Student-Athlete Agreement, 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 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 and High School sports. Uniforms 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 are solely for individual use only such as mouth protectors, shin guards, baseball/softball gloves, and other apparel as required by the coach. Families who do not pay their Athletic fees in full by the end of the school year will be unable to enroll in future seasons. All Athletics fees must be paid in order for a student to graduate from DCI.

DCI 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.

Homework

At DCI, the purpose of homework is to encourage student independence and extend learning time. Homework supports learning in one of four (4) 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).)

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 programs 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.

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 into our online grading platform.)

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

Criteria scores which total 10-14 = 3

Criteria scores which total 15-18 = 4

Criteria scores which total 19-23 = 5

Criteria scores which total 24-27 = 6

Criteria scores which total 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.

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 except for Theory of Knowledge which is graded on an A-E scale based on the IB 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 grading platform.

Grading in Approaches to Learning

Students 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'. Students 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 Support Classes

Students receive Pass or Fail grades for support classes with the exception of small content 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.

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.

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 program. Below is a list of assessments given by grade level and when in the calendar year they are typically given. Score reports for each assessment are provided to students and families within two weeks of when those scores are made available.

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
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
National Assessment of Educational Progress (NAEP)	The National Assessment of Educational Progress (NAEP), also known as The Nation's Report Card, is the largest continuing, nationally representative measure of student achievement in core subjects in grades 4, 8, and 12. OSSE selects a set of DCI's students to participate in the NAEP assessment every two years.	Mar	Grade 8 or 12
DC Comprehensive Assessments of Progress in Education (DC CAPE)	Annually assesses Math, Reading, and Science proficiency to meet state and federal requirements	Apr-May	Grades 6-10
PSAT/SAT	Reports Math & Reading proficiency for college applications/scholarships	Oct, Mar	Grades 10-12

AP Exams	Offered to students in AP courses or courses that cover the AP content.	May	Grades 9 - 12
IB Exams	Satisfies requirements for IB Diploma and Career programs	May	Grade 12
CTE Exams	Earns Career and Technical Education certifications	May	Grades 9-12

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 (ATL) 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 DCI that all employees, students, parents/guardians, and visitors, have the right to voice their complaints or grievances about matters pertaining to its school. 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 schools, 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 HR Team, or School Administration. The grievant is not required to discuss their 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](#) within ninety (90) days with the Human Resources 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 parent/guardian of the aggrieved student, both the student and the parent/guardian and/or parent/guardian shall sign and date the grievance.

Grievances against HR or any member of the Senior Leadership Team should be directed to the Executive Director. Any grievances against the Executive Director should be directed to the Board Chair an boardchair@dcinternationalschool.org.

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 30 business days of receiving the written notice, the School Administration shall respond in writing to the grievant (the “Response”). The Response shall summarize the course of the investigation, the relevant factual findings, and the appropriate resolution. If, as a result of the investigation, harassment, or a valid grievance is established, appropriate corrective and remedial action will be taken.

Appeals

If the grievant is not satisfied with the Response, the grievant may appeal in writing to DCI’s School Board of Trustees (or designee) within 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 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 therefore. 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

DCI 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 DCI.

Board of Trustees

DCI is a nonprofit 501(c)(3) organization governed by an appointed Board of Trustees. The Board sets the school’s vision and ensures its mission is upheld. As DCI’s governing body, the Board hires, evaluates, and supports the Executive Director; provides strategic direction; and ensures financial sustainability and legal compliance. In doing so, the Board helps ensure a strong academic program, fidelity to our charter, and the school’s long-term success. A list of current Trustees is available on the [DCI website](#).

Appendix

Additional policies

Middle School Policies

[MS Grading Policy](#)

[MS Math Placement Guidelines](#)

MS Cell Phone Policy (to be added)

High School Policies

[HS Grading Policy](#)

[HS Cell Phone Policy](#)

Whole School Policies

[Visitor Policy](#)

[DCI After School Policies](#) and [One-pager](#)