



**Somerset Prep DC**

**Scholar & Parent Handbook**

**2018-2019 School Year**

**Chair Approval Acknowledged by:**

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**Judd Starr, Somerset Prep DC Board of Trustees Chair**

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**Date**

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## **Principal's Message**

Dear Scholars and Families:

On behalf of the faculty, staff and administration, I welcome you and your child to Somerset Prep DC. Your child is entering a warm, secure, and challenging environment that has been designed to encourage social, intellectual, and creative growth. This will be a great year at Somerset Prep DC. Our staff will work together with you to provide a wonderful education for our terrific scholars.

We know that children learn in different ways and at different rates, so we provide experiences that take these differences into consideration. We encourage a love of learning and of self. Young children question the obvious and see mystery in the commonplace. We know that remarks of youth have meaning and reveal modes of reasoning and judgment based upon their developmental abilities. Our classrooms are places for thinking activities and the emphasis is on the child as “thinker-in-action” where he or she is encouraged to be an active participant in the learning process. We guide the scholars to seek out, select and deal with objects and happenings in our exciting school environment.

This handbook is one way to bring the parents, teachers, and scholars of Somerset Prep DC together. Only together can we accomplish a program of well-rounded education for all of our children.

In this book the answers to most of your questions can be found. The rules of the school apply to all scholars. Please contact a member of the administrative team at (202) 562-9170 for additional information or clarification of anything contained in this Handbook.

The handbook and all items within are subject to change upon Resolution made by the Somerset Prep DC Board of Trustees. The most recent version of this handbook is posted on our website ([www.somersetprepdc.org](http://www.somersetprepdc.org)). Any changes to the handbook will be posted on the web site and in scholar newsletters.

Our scholars deserve our best efforts...excellent school attendance, punctuality, a good night's sleep, a nutritional breakfast, and having the proper supplies needed in school are all part of a program of success for your child.

We accept the challenge and responsibility of educating our scholars. Have a wonderful year!

Go Bulldogs!

## **About Somerset Prep DC**

Somerset Prep DC was established in August of 2013. Somerset Prep DC thrives in the heart of Ward 8 in Southeast Washington, DC. Somerset Prep DC educates children in grades 6-12 with a Digital Media Arts Focus. Dedicated to helping all children receive a quality education, the school's administration has assembled a team of highly qualified, motivated, and enthusiastic educators with one goal in mind. Tasked with the awesome responsibility to encourage our Scholars to work hard, be dedicated to learning, and above all become model productive citizens, Somerset will provide the tools to prepare our Scholars for college. This is accomplished by the following guiding principles: We believe all of our scholars are capable of learning and that they deserve to have the highest quality of academic instruction.

- **LEARN** We will equip our scholars with intellectual, emotional, social, and ethical skills to maximize their individual potential.
- **LIVE** We create confident, self-directed, and responsible lifelong learners who take an active role in improving the local and global community.
- **LEAD** As we partner with our parents and the community, we believe that by providing a high quality of academic instruction targeted to the scholar's' individualized needs, the scholars will make academic gains, perform better on standardized tests, and become career and college ready. It is our hope that each and every scholars finds Somerset to be a home away from home and fully grasp the meaning of what it means to Be Safe, to Be Kind, to Be Respectful and to Be A Bulldog at Somerset Prep DC.

## **School Mission and Purpose**

The purpose of Somerset Prep DC is to provide an individualized, academically rigorous, and engaging curriculum focusing on the ever-changing needs of our learners. Our educational process involves a partnership among our school, scholars, families, and community, in order to help our scholars to develop a lifelong love of learning. We strive to develop scholars who are self-assured, well-rounded, and prepared for future success.

## **The Bulldog Oath**

I pledge to be at school, to behave and to be working. I will be responsible for my actions. I will be respectful to my classmates, my teachers and the staff at Somerset. I will have the courage and integrity to do the right thing even when it may not be the most popular practice of my peers. Live, Learn, Lead!

## Somerset Prep DC Key Staff

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<p>Ms. Fowler Community and Family Engagement Specialist 202-562-9170 <a href="mailto:ifolwer@somersetprepdc.org">ifolwer@somersetprepdc.org</a></p>		

## **Important Dates**

### **NO SCHOOL**

September 3, 2018

October 8, 2018

November 12, 2018

November 21-23, 2018

December 24-January 3, 2019

January 21, 2019

February 18-22, 2019

April 15-22, 2019

May 27, 2019

### **EARLY RELEASE DATES (1:30 pm Dismissal for Scholars in 6-12)**

- Every Wednesday except September 5, 2018 and April 24, 2019.

***\*\*\*Please also refer to school-issued calendar & letters for additional days, early release days, and events specific to the school.***

## **Enrollment**

### **Who May Enroll a Scholar**

Somerset Prep DC does not enroll scholars on the basis of race, color, religion, national origin, language spoken, intellectual or athletic ability, measures of achievement or aptitude or status as a scholar with special needs. Scholars are enrolled according to the Enrollment Procedures set forth by the DC Public Charter School Board.

Scholars must be enrolled by either a biological parent or legal guardian. A biological parent must be listed on the child's birth certificate; a legal guardian must have court documentation of legal guardianship. In the absence of either of these documents, Somerset Prep DC accepts the [\*Attestation of Other Primary Caregiver\*](#), when verified by a 3rd party government official, on a case by case basis, or the [\*Sworn Statement of Other Primary Caregiver\*](#). This form can be obtained from the Director of Operations and Compliance, or designee, at 3301 Wheeler Road, SE Washington, DC.

### **Residency Requirements**

The enrolling parent or guardian must be a resident of Washington, D.C. and able to prove so using the documents outlined in the Office of the State Superintendent's Residency Verification Guidelines by the deadlines specified by the school, both during initial enrollment, and on each subsequent re-enrollment. If, at any time, Somerset Prep DC has reason to believe that a scholar is not a resident of the District of Columbia, a residency investigation will be conducted. During a residency investigation, families will have two business days to provide the appropriate documentation specified by the School. If the appropriate documentation cannot be obtained, the family will be referred to OSSE's Residency Fraud Prevention Hotline for an external investigation to take place. Due to demand for seats at Somerset from Washington, D.C. residents, we are unable to accept out-of-state tuition paying scholars, and a non-resident finding will result in mandatory withdrawal and a referral to the Office of the State Superintendent of Education. Somerset Prep DC, the Office of the State Superintendent of Education, and the D.C. Attorney General's Office are required by law to pursue retroactive tuition for all scholars who are found to be non-residents for the period of time they were enrolled. Presentation of false, forged, or doctored proof of residency will also result in immediate withdrawal and a referral to the Office of the State Superintendent of Education.

To be enrolled, a scholar must complete all necessary documentation specified by the School and any other regulatory agencies; provide current proof of residency, and medical and immunization records. Scholars will not be considered enrolled or allowed to attend Somerset Prep until all necessary documentation, including IEP'S, have been provided.

### **Withdrawal**

When a family moves from Washington, D.C. or decides to withdraw their child for any reason, the family must complete a withdrawal form. Withdrawal forms can be obtained from the Registrar's Office. Parents/Guardians must provide proof of enrollment in a subsequent school. If parents/guardians do not indicate the new school of enrollment within 10 school days of withdrawal, Somerset is required by law to contact D.C. Child and Family Services. No scholar records will be released to subsequent schools if the following forms have not been completed: *Somerset's Notice of Withdrawal By Parent* and *New Student Enrollment Verification Forms*. Once withdrawn, a scholar must complete a new application and go through the lottery process to return to Somerset Prep DC. Scholars who withdraw are not guaranteed re-enrollment should they wish to return the following school year. Scholars who wish to withdraw must return all assigned textbooks and pay all outstanding school fees.

### **Lottery**

If the number of applications exceed the number of spaces available, a lottery is held to determine the order in which scholars are offered seats. Per the District of Columbia School Reform Act, siblings (scholars who share a biological parent) of current Somerset Prep DC scholars receive preference in the lottery should they apply during the open enrollment period. Scholars applying after the open enrollment period *may* be added to the waitlist on a first-come first-served basis. Somerset Prep DC participates in MySchoolDC and will use the common timeline and lottery for enrollment.

*\*\*Sibling preference is defined by the LEA: we can offer sibling preference at our discretion*

### **Re-enrollment Procedures**

Parents of current scholars wishing to attend Somerset Prep DC the following year must notify Somerset Prep DC by completing an *Intent to Return Form* by the spring deadline and all applicable related paperwork by the school specified deadline; update of DC residency and Student Information System. Forms and reminders will be sent home well before the deadline. Parents of current scholars who miss the deadline must submit an application to be considered for re-enrollment. Former scholars do not receive preference in the lottery or on the waitlist.

## **Transfers**

Due to the high demand for spaces at Somerset Prep DC, and the rules governing the maintenance and use of our lottery and waitlists, Somerset Prep DC will *generally not* honor transfers from other DC schools during the school year. OSSE's annual Child Count audit freezes our data on October 5th of each year.

\*No transfers after September 30th, unless approved by Principal.

## **Academics**

Instruction at Somerset Prep DC is aligned to the Common Core State Standards. Somerset Prep DC uses researched-based curricula such as Engage NY to ensure that scholars master these rigorous standards. If you have any questions about Somerset Prep DC and the Common Core State Standards, feel free to reach out to your respective Assistant Principal. The standards themselves are available at <http://www.corestandards.org/>.

## **Middle School**

Our middle school uses a balanced literacy approach with phonics, readers' and writers' workshop, and novel study. ELA/English teachers use Engage NY to help our scholars achieve mastery. Our math teachers use research-based methods through Eureka Math to ensure our scholars are performing at the highest levels in the city. Scholars are exposed to a well-rounded curriculum including social studies, science, the arts through our digital media arts program, sports, and social skills development.

## **High School**

At our high school, we offer rigorous college-preparatory classes, designed to prepare our scholars for success at the nation's best colleges and universities. Honors and AP classes push our most ambitious scholars, while our top-notch digital media arts program, sports, community service, and extra-curricular programs provide ample time for scholars to pursue their interests outside the classroom. Our college counseling program starts their freshman year, ensuring that 100% of our scholars will be college and/or career bound.

## **Grade Scales**

Middle School and High School

<b>Numerical Grade</b>	<b>Letter Grade</b>	<b>Advanced Placement</b>	<b>Honors</b>	<b>Standard Classes</b>
93-100	A	5	4.5	4
90-92	A-	4.7	4.2	3.7
87-89	B+	4.3	3.8	3.3
83-86	B	4	3.5	3
80-82	B-	3.7	3.2	2.7
77-79	C+	3.3	2.8	2.3
73-76	C	3	2.5	2
70-72	C-	1.7	1.7	1.7
67-69	D+	1.3	1.3	1.3
60-66	D	1	1	1
59 below	F	0	0	0

**\*\*Middle School does not offer Honors.**

High School Dual Enrollment

Scholars must meet the following eligibility criteria:

- Have a 3.0 unweighted high school grade point average (GPA) to enroll in college credit courses, or a 2.0 high school unweighted GPA to enroll in career dual enrollment courses;
- Meet any additional eligibility criteria specified by the postsecondary institution in the Dual Enrollment Articulation Agreement; and
- Cannot be scheduled to graduate prior to the completion of the dual enrollment course.

**Weights:**

Classwork: 40%

Homework:10%

Assessments: 30%

Labs/Projects:20%

High school classes receive differential weights based on credits and honors/AP.

Minimum honors requirements are a GPA of 3.0 with no grade below a C-.

### **Report Cards & Progress Reports**

Somerset Prep DC issues report cards at the end of each quarter (i.e. approximately every nine weeks). Report cards are sent via USPS, on occasion certified mail. Somerset Prep DC issues progress reports approximately mid-quarter (i.e. between weeks 3 & 4). Progress reports are sent home with every scholar in attendance.

If you think there is an error with the grade on the progress report or report card, the scholar or parent/guardian may dispute this error within **five (5)** days of receipt to the grade level Guidance Counselor.

### **Homework**

Somerset Prep DC takes homework seriously. Homework *may* be assigned on a nightly basis in middle school and beyond. In addition to homework, scholars *may* receive a work packet for all school breaks. The purpose of homework is to reinforce what has been taught; generally new skills are not introduced through homework. If a scholar is having a problem with completing the homework assigned, they must call a teacher for assistance.

In middle school, parents *may* be required to sign the scholar agenda or other tool if a scholar has repeatedly not turned in homework. In the high school, parents *may* be required to sign a weekly College Readiness Report or other tool if a scholar has repeatedly not turned in homework.

### **Scholar Organization**

Organizational skills are explicitly taught to scholars. A school wide system will help scholars to reinforce the proper organization of a notebook. When a scholar is absent, he or she will be able to get back on track as quickly as possible and begin making up missed work.

At the beginning of the year, Somerset Prep DC will provide scholars in the younger grades with some of the school supplies required for their classes or scholars will be able to purchase them through the school. As scholars deplete their supplies during the year, they can purchase replacement supplies. In addition, teachers will request to purchase, by the scholar or school, notebooks, folders, and other organization devices to keep track of assignments. Scholars are expected to arrive at school with the proper supplies daily, including a book bag, pencils, pens, and paper.

### **Homeroom**

Each scholar will be assigned to a homeroom at the beginning of the year. Summer school homerooms are temporary. We carefully choose homerooms for scholars based on academic needs and social dynamics. Because switching homerooms mid-year is very disruptive to not only that scholar, but to all of the other scholars in the homeroom, we do not honor parent requests to move scholars' homerooms. The only homeroom switch by parent request that we can honor is if there is a restraining order against another scholar in their homeroom, or some other safety concern. Safety concerns will be looked at on a case by case basis. Somerset Prep DC reserves the right to move any scholar to a new homeroom at any time.

## Standards for Promotion

### Attendance

If a child has **twenty (20)** or more unexcused absences per school year, the school reserves the right to retain that scholar.

### Academic (Grades 6 through 8)

#### 6th Grade Promotion Scenarios:

Pass <b>all</b> grade 6th grade courses
*Pass at least five courses; one <b>must</b> be Reading or Mathematics
Less than five courses passed will result in retention

\*Will be promoted to 7th grade and must take mandatory intervention course(s)

#### 7th Grade Promotion Scenarios:

Pass <b>all</b> grade 7th grade courses
Ten cumulative courses passed (i.e. 5 in grade six and 5 in grade seven)
*Pass at least five courses; one <b>must</b> be Reading or Mathematics
Less than five courses passed will result in retention

\*Will be promoted to 8th grade and must take mandatory intervention course(s)

#### 8th Grade Promotion Scenarios:

Pass <b>all</b> grade 8th grade courses
Fifteen cumulative courses passed (i.e. 5 in grade six, 5 in grade seven, and 5 in grade eight)
*Pass at least five courses; one <b>must</b> be Reading or Mathematics

Less than five courses passed will result in retention

\*Promoted to 9th grade. Scholar recommended for Reading/Math Strategies in 9th if they receive a D or F in Reading or Math.

Middle School Retention Scenarios (Comprehensive view):

<b>MIDDLE SCHOOL PROMOTION/RETENTION POLICY</b>		
<i>END OF GRADE</i>	<i>COURSES</i>	<i>STATUS</i>
6	All Courses passed	Promoted to 7th grade
6	At least five courses passed (Must include Reading or Math)	Promoted to 7th grade
6	All five core courses failed	Retained in 6th grade
7	All Courses passed	Promoted to 8th grade
7	At least five courses passed (Must include Reading or Math)	Promoted to 8th grade
7	All five core courses failed	Retained in 7th grade
8	All Courses passed	Promoted to 9th grade
8	At least five courses passed (Must include Reading or Math)	Promoted to 9th grade Scholar recommended for Reading/Math Strategies in 9th grade if they receive a D or F in Reading or Math.
8	All five core courses failed	Retained in 8th grade

## Academic (High School)

Somerset Prep DC requires all scholars to successfully pass all courses while in high school. Courses will include a combination of core and elective coursework. Scholars will need to meet our rigorous graduation standard of earning 26 Carnegie units, at least 100 community service hours, application to at least five colleges, and success on standardized assessments to include PARCC, PSAT, and SAT.

HIGH SCHOOL CREDIT POLICY		
CLASSIFICATION GRADE LEVEL	CRITERIA	
FRESHMAN	0-7 credits	9th grade
SOPHOMORE	8-14 credits	10th grade
JUNIOR	15-21 credits	11th grade
SENIOR	22-26 credits	12th grade

HIGH SCHOOL GRADUATION REQUIREMENTS	
ENGLISH	4 credits
MATH	4 credits
SOCIAL STUDIES	4 credits
SCIENCE (must include 3 lab sciences)	4 credits
FOREIGN LANGUAGE (must be consecutive)	2 credits
ART	0.5 credit
MUSIC	0.5 credit

PHYSICAL EDUCATION (1.0) / HEALTH (0.5)	1.5 credits
ELECTIVES (2.0 must be in Digital Media Arts)	5.5 credits
COMMUNITY SERVICE HOURS	100 hours
<b>TOTAL</b>	<b>26 credits</b>

**Standardized Test Scores**

These scores will be included in the child’s cumulative file. Standardized test scores are taken into consideration when making retention and promotion decisions.

**Communication of Academic Progress**

Notification methods may include at least one of the following:

- Attendance alerts (via PowerSchool, letter, phone call)
- HERO report(s)
- Parent conferences scheduled at the discretion of the parent, a teacher, Assistant Principal, or the Principal
- Quarterly report card
- Mid-quarter progress report
- Tests and quizzes given in class may required a parent or guardian signature

Teachers will make notification that a child has met one or more of the criteria for retention to the Guidance Counselor, Director of Operations and Compliance, Assistant Principal of Student Support, if applicable, Principal, and parents. Parents may schedule an appointment to discuss the matter with the teacher(s) and Principal. The Retention Committee (grade level committee and an administrator) will consider each individual on a case-by-case basis to assess the contributing factors to the situation. The Retention Committee decision regarding promotion or retention will be based on the totality of the circumstances and is final and binding.

**Make-up Work**

Scholars are fully responsible for completing any missed assignments. Each day of an excused absence affords **two (2)** school days for makeup work opportunity. If the absence is unexcused, then the grade given for missed assignment(s) is a zero. Makeup work for absences is graded and recorded in Power School by teachers. For a pre-approved absence, a scholar may request

assignments in advance of the absence. Teachers will provide regular or alternative assignments in advance of the absence, when feasible and without penalty to the scholar.

### **Credit Recovery**

Somerset Prep DC accepts credit recovery credits for scholars who have completed the course at Somerset Prep DC but did not earn a passing grade. Transfer scholars coursework must meet our standards which are aligned to the DC Standards. Transfer scholars meeting this requirement may be eligible for credit recovery.

Scholars may earn up to two (2) recovery credits per semester from an approved credit bearing institution. (Ex: Edgenuity, DCPS Summer School). Scholars needing more recovery credits must submit a request into the Principal for approval. Approval of more recovery credits will be determined on a case-by-case basis.

Scholars who have taken more than half of of the required 120 hours (full credit) and 60 hours (half credit) may be eligible for credit recovery.

Scholars seeking credit recovery must be enrolled in a course that corresponds to Somerset Prep DC's course and graduation requirements. It is the scholar's responsibility to enroll in the appropriate courses at an approved institution. Scholars must seek approval from the Head of School before enrolling in any courses outside of Somerset Prep DC to ensure that the course meets the school's credit transfer requirements and graduation criteria.

To earn recovery credit, scholars must successfully complete a course with a numeric equivalent of a 70% or higher.

Scholars seeking credit recovery for a course due to truancy must complete a seat hour requirement and corresponding course to earn credit. The course must be successfully completed with a 70% or better.

Scholars seeking transfer of credit recovery courses will be reviewed on an individual basis by Somerset Prep DC administration.

Please consult the school's Course Catalog for specific policies related to grade calculations for transfer and credit recovery grades.

No scholars will be permitted to enroll in a Credit Recovery course if they have not previously taken the course.

If for some reason you are not approved for credit recovery, you may submit an appeal to

[complaints@somersetprepd.org](mailto:complaints@somersetprepd.org). The Principal or designee will respond within three (3) business days to confirm receipt. A decision will be rendered within ten (10) days. If you are unsatisfied with the decision, then you may appeal to the Board at [board@somersetprepd.org](mailto:board@somersetprepd.org). The Board will follow a similar timeline than the Principal or designee.

### **Individualized Education Program/504 Plan**

At Somerset our goal is to include scholars who receive special education services in the full inclusion setting with school age peers of like and unlike abilities to the maximum extent allowable. Scholars who qualify under IDEA and have an Individualized Education Program (“IEP”) will receive services in accordance with the design of the IEP. As a provision of a Free and Appropriate Public Education (FAPE) scholars may be serviced in the general education classroom, in resource classes as well as in small class settings as needed for Reading, Writing and Math in concert with Related Services that may include Speech and Language Therapy, Occupational Therapy, Physical Therapy, Counseling and Behavior Support or other services as required.

Parents or teachers who are suspecting that a scholar may have a disability should contact the Director of Student Support or the IEP Coordinator to request an evaluation of the student under the Child Find Policy. Written parental consent is required before an evaluation for special education may be conducted. Once the evaluation is completed, a meeting with the student’s parent/guardian along with the multidisciplinary team will be held to determine if the child requires special education services based upon the results of the evaluation. For scholars who qualify under IDEA for special education services, an IEP will be developed and FAPE provided. For questions about the special education program or process at SOMERSET, or to learn more about the rights of students with disabilities and their parents, please contact Donald Parker at [dparker@somersetprepd.org](mailto:dparker@somersetprepd.org) or Shaunique Poole at [Spoole@somersetprepd.org](mailto:Spoole@somersetprepd.org)

Please note, end of year referral requests have no impact on retention decisions.

### **Field Trips**

Field Trips are one of the many privileges that scholars may earn. Scholars must earn field trips either through their paycheck balances, homework, attendance, grades, behavior, or other criteria. The school reserves the right to exclude scholars from field trips.

### **Local Field Trips**

No child will be permitted to leave the school for a field trip if they do not have written permission. Please sign all permission slips in a timely manner. Teachers will leave your child, under adult supervision, at the school, if written permission is not received or if the child has not satisfied the requirements made by the teacher.

## **Out-of-State**

No child will be permitted to leave the school for an out-of-state field trip if they do not have written permission or they have an outstanding fee balance. Please sign all permission slips in a timely manner. Parents must attend the pre-trip meeting and sign all relevant documents in order for their scholar to go on the out-of-state trips.

## **Local and End of Year Field Lessons**

Our local field lessons during the year, as well as our field lessons, serve as culminating activities, which the scholars must earn through excellent behavior and outstanding homework.

## **Mid and End of the Year Trips**

Trips are designed to inspire the Somerset Prep DC scholars to want to matriculate into college and explore more of the wondrous sites in our world. These trips open up their eyes to the numerous and different places they can explore later in life. These trips will give the scholars a clearer understanding of the larger world around them and the opportunity to apply their learning in areas outside of their home community. However, the scholars must earn the privilege of attending the trip. The trip will be earned throughout the year and will be reflected through gains in HERO. Not all scholars will attend these trips. Scholars can earn the trip through HERO points, teacher invitation, or any other criteria. Scholars will not be allowed to attend the trip due to low HERO points, attendance problems, academic problems, or due to behavior issues (suspensions, repeated disruptions, any incidents that cause the teachers to feel they cannot take the scholar on the trip), or outstanding scholar balances. If there are any behavior problems, scholars will be excluded from future end of the year trips.

Somerset Prep DC reserves the right to not have field trips at any point during the year.

## **Scholar Records and Record Keeping**

Somerset Prep DC complies with all D.C. and federal laws regarding scholar privacy. Please see below (Legally Mandated Notifications section) FERPA and PPRA notices for more information.

## **Viewing Scholar Records**

Parents or legal guardians may request to view their child's records. Requests should be made in writing to the school registrar/LEA data manager. The school will schedule an appointment within 15 school days of the written request. Records must be viewed under the supervision of the school registrar/LEA data manager or designee and may not be removed from the school's designated area. Special education records are filed separately from regular scholar records.

Requests to view these records should be made directly to the Assistant Manager of Student Support.

In the case of a withdrawal, records will be transferred directly to the receiving school from Somerset Prep DC upon the completion of the withdrawal forms, and receipt of a records request from the receiving school. Under no circumstances will cumulative files be released to parents or guardians.

### **Health Records**

It is essential that parents cooperate with the school in bringing all medical records, including doctor's visits, dentist's visits, and immunizations, up to date annually. Children whose records are not up to date in accordance with state guidelines by deadlines set by the school may be excluded from school until records are brought up to date, via the No Shots, No School initiative. Thank you for helping us protect your child's health.

### **Scholar Fees**

If there are still scholar fees outstanding on any scholar account transcripts and report cards will not be released to the scholar, parent, or another school, nor will that scholar be permitted to participate in any overnight trips or field trips. Once the balances have been paid, transcripts, report cards, and records will be released and the scholar may attend the trip if there is still space available. Somerset Prep DC accepts credit cards, cash and money orders.

### **Attendance Policy**

#### Attendance

Scholars are expected to attend school every day that we are in session. Excessive absences will be considered as a factor in any retention decision. If a scholar arrives after 11:00 AM or leaves prior to 1:00 PM, the scholar's daily attendance will be recorded as an absence. Scholars are expected to complete all classwork and homework they miss while absent.

### **Consequences of Absences**

We understand that children get sick and that emergencies come up, but good attendance is critical to their education. Please be aware that the following are part of the Somerset Prep DC attendance policy.

UNEXCUSED ABSENCES THRESHOLD	SOMERSET PREPARATORY ACADEMY INTERVENTIONS AND FAMILY SUPPORT
1	School contact parent or guardian same day to request documentation
3	School contact parent or guardian same day to request documentation and initiate supporting documentation for SST intervention
5	Attendance Letter & Initiate Attendance Intervention Plan; Scholar referred to SST within two (2) days
7	Attendance Letter & SST follow-up
10	Submit referral to OSSE and Office of the Attorney General – Juvenile Justice Division (for scholars age 10-17).
15	Submit referral to CFSA (Children and Family Services) and D.C. Superior Courts for educational neglect (for scholars age 10-17).
20+	<p>Unenrollment (20+ consecutive absences) and/or Possible Retention &amp; Loss of Course Credit (20+ unexcused absences).</p> <p>Middle School Only: If a scholar reaches this absence threshold they may be eligible for summer school to avoid retention.</p> <p>High School Only: In order to recover credit due to excessive absences, scholars are required to complete coursework via Edgenuity with a pass rate of at least 70%.</p>
<p>If your child arrives to school later than 15 minutes after the school's start time they are considered tardy. Families of scholars that are chronically tardy will be required to complete an Attendance Intervention Plan.</p>	

**Reporting Absences**

Parents or guardians need to report all absences to the school's main office as soon as the need for absence is known. Somerset Prep DC requires parent or guardians to use the Request to Excuse Student Absence Form. This form is located in the school's main office, on the school's website ([www.somersetprepdc.org](http://www.somersetprepdc.org)) and will be sent to the email on file for parents. Additional information will be required for the absence to be excused (see below). If we do not receive information of the absence, we will call the parents to ascertain the reason for the absence. All documentation of excused absences must be received no later than **five (5) days**

following the absence. If documentation is not received in the appropriate time frame, the absence will be considered unexcused.

## **Excused Absences**

Excuse notes must be provided within **five (5)** school days of returning to school.

### **Excused Absence Criteria:**

- Illness (Must be accompanied by a doctor's note for absences over three [3] days)
- Medical Appointments
- Religious Holidays
- Death in the family
- Family Emergency (House fire, flood, or violence in the home)
- Mandatory Court Appearance

## **Long Term Absences**

If your child is absent for a week or more, please contact the front office immediately upon return and make arrangements with your child's classroom teacher for assignment completion. Depending upon the nature of the illness or emergency, children will be responsible for keeping up with their class work. While Somerset Prep DC will make reasonable efforts to assist a child in keeping up with class work, Somerset Prep DC does not provide homebound instruction or private tutors for children who are out for extended periods of time due to illness.

Certain long-term absences may require the approval of the Principal or Board of Trustees. In the event that the long-term absence is not excused, each day the scholar is out will count against his or her attendance. If the scholar is absent for any reason for 20 consecutive days without parent notification, the scholar will be automatically dropped from the roster and withdrawn. Somerset Prep DC will follow the attendance policy and consequences for chronic absenteeism.

## **Tardies, Early Dismissals & Appointments**

If your child has a medical or dental appointment or a family emergency, requiring you to come to school requesting an early dismissal, please write a note ahead of time. All early dismissals are made from the office, not from the classroom. Parents are required to sign-out scholars from the office. Please try to arrange appointments for after school whenever possible. A child will be dismissed early only to a parent or other properly authorized and identified adult. A letter from you properly identifying another adult whom you authorize to pick up your child is required. An early dismissal counts as a tardy and three early dismissals or tardies equal one absence. Somerset Prep DC only excuses the portion of the day required for the appointment and

transportation to and from the appointment. It is Somerset Prep DC's expectation that that the remainder of the day be spent in class. **If a scholar arrives after 11:00 AM or leaves prior to 1:00 PM, the scholar's daily attendance will be recorded as an absence.**

### **Summer School Attendance**

Scholars are expected to attend every day that we are in session during the summer. If a scholar arrives to summer school past the cut off time s/he/they may not be permitted to attend that day's session. Scholars are expected to complete all classwork and homework they missed while absent. If scholars are absent unexcused or excused for 3 or more days the scholar will be automatically dropped from the roster and will be unenrolled from Somerset Prep DC.

### **Extended School Year (ESY)**

Extended school year (ESY) services are IDEA Part B special education and related services that are provided to a scholar with a disability beyond an LEA's regularly scheduled school year. Similar to other Part B services, ESY services must be provided in accordance with the scholar's IEP and at no cost to the parents of the scholar. The designation of ESY services must be individualized to the unique needs of each scholar. LEAs may not limit ESY services to particular categories of disability or unilaterally limit the type, amount, or duration of these services. Furthermore, LEAs must consider and provide programs and services not currently available at the LEA, if such programs and services are necessary to address the individualized needs of a scholar.

### **Edgenuity**

Edgenuity is offered to scholars who are attempting credit recovery, scholars in our alternative learning classroom (ALC), scholars on suspension, or scholars in ISS. Courses are built using an instructional model grounded in research and are Common Core, NGSS, and state-standards aligned. This program combines direct-instruction videos featuring expert, on-screen teachers with rigorous assignments, performance tasks, and assessments to engage scholars and ensure subject-area mastery.

Somerset Prep DC offer scholars quarterly, semesterly, and full-credit courses in all core areas and some electives which can be used towards graduation requirements. Edgenuity cannot be used for scholars who've never taken the course to receive a carnegie unit.

### **High School and College Visits**

All high school visits must be pre-approved by the principal or designee at least 24 hours in advance. Please notify the principal or designee as soon as you have scheduled a visit. Scholars need to be at school for any part of the day that they are not on their visit. Once the

office has the information, they will excuse the visit. College visits will be scheduled by the counseling team and will have to be approved by an administrator.

### **Attendance to Promotion or Graduation**

All scholars must be pre-approved by the principal or designee at least 24 hours in advance. Please notify the principal or designee as soon as you know of your attendance.

### **Arrival**

Scholars in grades 6-12 are expected to arrive to school on time. Children will not be supervised or allowed into the building before the school's official arrival time, unless permitted by principal or designee. At that time, teachers and support staff will report to their respective morning duties and scholars will be escorted into the building.

### **Dismissal**

Scholars in grades 6-12 will be dismissed at the school's official dismissal time. Any late arrivals will be recorded in the office and a parent/principal conference will be scheduled if any family abuses dismissal time repeatedly.

To ensure the safe passage of your scholar, Somerset Prep DC follows OSSE's recommended toolkit. The toolkit is organized into 6 sections based on the 6 E's prescribed by the National Safe Routes to School in order to utilize a comprehensive, integrated approach:

1. **Education:** Inform scholars, families, and community members about safety.
2. **Encouragement:** Use events and activities to promote safe practices.
3. **Engineering:** Implement physical improvements to streetscape.
4. **Enforcement:** Partner with local law to address traffic and crime issues.
5. **Evaluation:** Assess success and identify unintended consequences or opportunities.
6. **Equity:** Create access to opportunities and ensure equitable outcomes for everyone.

Toolkit is provided [here](#).

### **Late Pick-ups**

Teachers and support staff leave the building at 4:30 pm daily and scholars are dismissed at 1:30 pm on Wednesdays. If your middle school child has not been picked up by 4:30 pm on Monday, Tuesday, Thursday, and Friday, and by 2:00 pm on Wednesday or any other early dismissal day, the principal or designee will note this. Repeated offenses *may* result in notification to the Child and Family Services. If this happens, your child will be picked up by an

MPD officer and taken to the CFSA agency. Please make sure you call the main office in the event of an emergency.

### **Students with Disabilities**

Somerset Prep DC attendance policies apply to disabled and non-disabled scholars alike; the only exception to this rule being when a scholar has absences that are directly related to his or her disability. Parents/guardians of scholars with disabilities should contact the Assistant Principal of Student Support for an individualized determination regarding the appropriate documentation to excuse an absence.

### **Safety, Order, & Scholar Discipline**

Safety, order, and scholar discipline are fundamental to learning at Somerset Prep DC. While scholars need a challenging curriculum, dedicated teachers and proper materials, they must also have a secure environment in which to learn. It is the policy of Somerset Prep DC that a safe environment conducive to learning shall be maintained at school in order to provide an equal and appropriate educational opportunity for all scholars. Somerset Prep DC does not condone the following behaviors: fighting; classroom distractions; possessing, using, or threatening to use weapons; or the unlawful possession, use, or distribution of drugs by Somerset Prep DC scholars on school property or at any school sponsored or supervised activity. Somerset Prep DC will notify our School Resource Officers or MPD directly, for any action that violates local or federal laws.

Scholars may be subject to disciplinary action if they engage in prohibited conduct either while on school property, while attending any school-sponsored activity, or while in transit going to or returning from a Somerset Prep DC campus, whether on foot, or via train, bus, or car. Such disciplinary action may include but not be limited to the following measures: suspension, expulsion, and/or exclusion from school and all school sponsored activities. Scholars may also be disciplined for conduct committed away from school property and outside school hours if the conduct is detrimental to the best interests of Somerset Prep DC, adversely affects overall school discipline, and/or results in a criminal charge or conviction. Somerset Prep DC shall provide a fair and consistent approach to scholar discipline, within the context of scholars' rights and responsibilities.

### **Defining School Procedures**

All scholars, teachers, and parents will sign the Somerset Prep DC *Commitment to College Completion Contract* and the Somerset Prep DC *Expectations for a Violence-Free School*. By doing so the children, parents, and teachers are clear on the expectations before the second week of the school year. The Principal or designee and Orientation Team (OT) will host a Back to School Night for scholars, parents, and teachers to explain but not limited to the *Commitment to College Completion Contract* and *Expectations for a Violence-Free School*. The scholars and

parents will have ample time to ask questions of the staff about the high expectations at Somerset Prep DC and discuss plans for meeting those expectations. If a child enrolls after the school year has begun or is a sibling of a current Somerset Prep DC scholar, the OT will be conducted as needed.

### **Expectations for Time on Task**

Somerset Prep DC does not tolerate classroom distractions because of its belief that one or two scholars should not be permitted to hold back an entire class. During the first two weeks of school, scholars will be introduced to classroom systems and routines. If scholars are being disruptive or are off-task, they will be subject to the disciplinary actions listed below. The ultimate goal is that through high quality instruction, problem solving, and teaching Somerset Prep DC core values of Be Safe, Be Responsible, Be Respectful, the majority of issues are handled by the classroom teacher. The staff and families should expect to have parent conferences regularly during the school year as children become familiar with Somerset Prep DC procedures.

### **Behavior**

It is the policy of Somerset Prep D.C Public Charter School (SPDC) that a safe environment conducive to learning may be maintained. To build and maintain this environment. SPDC may provide scholars, families, and staff with clear expectations and rules for appropriate school behavior. These rules must the responsibilities and rights of individuals and the responsibilities and rights of the school community.

These rules must reflect the individual's responsibility for contributing to a safe environment conducive to learning and the need for mutual respect and cooperation among all segments of the school community.

SPDC is committed to helping scholars learn the expectations and rules for appropriate school behavior and the range of disciplinary responses for inappropriate or disruptive behavior. SPDC will recognize and encourage positive student behaviors by using the PBIS Behavior Management Model. SPDC will practice prevention and intervention strategies to prevent inappropriate behaviors both in and outside of the school community. To that end all available resources, subject to budgetary limitations, may be utilized, including preventive and responsive interventions that support students' needs.

When student's behavior disrupts the school community's safe learning environment, SPDC will use a range of disciplinary responses intended to change and manage inappropriate behavior. In administering disciplinary responses, SPDC will work with students to correct inappropriate behavior. Students will be enabled and

encouraged to reflect on their actions, to learn from mistakes, and to restore any relationships that have been negatively impacted.

Whenever possible, prevention, intervention, and remediation strategies may be used in addition to disciplinary responses at all stages of the disciplinary process, including students transitioning from Suspension or Expulsion.

SPDC may involve family members in efforts to determine the causes of misbehavior and in efforts to support appropriate school behavior.

Options for prevention, intervention, and remediation may include, but not limited to:

- a. Attendance intervention plans
- b. Behavior intervention plan
- c. Behavior log/behavior progress report
- d. Behavior redirection
- e. Community Conference
- f. Community Service
- g. Conflict resolution
- h. Crime awareness/prevention programs
- i. Diverse instructional strategies
- j. In-school program restructuring ( schedule adjustment)
- k. Individual or group counseling
- l. Intervention by guidance counselor or mental health professional
- m. Mediation, including teacher/student mediation and multi-party dispute resolution
- n. Mentoring
- o. Parent Conference
- p. Parent Observation of student (by appointment)
- q. Positive Behavior supports
- r. Problem solving conferences
- s. Referral to community based organizations
- t. Referral to substance abuse counseling service
- u. Rehabilitative programs
- v. Restitution
- w. Restorative Justice Strategies
- x. Social Skills instruction
- y. Student support team meetings
- z. Other appropriate interventions and strategies

SPDC decisions regarding student behavior and discipline may respect individuals, balance the interest of the school community, and minimize disruption of academic instruction.

SPDC may provide a fair and consistent approach to student discipline within the context of students' rights and responsibilities, as further articulated in these rules.

Discipline responses may be logical, appropriate and instructive. Disciplinary responses may consider factors such as:

- a. The nature of the infraction
- b. Circumstances relating to the infraction
- c. The age of the student
- d. The student's previous behavioral history
- e. Previous participation in counseling or conflict resolution efforts such as peer mediation
- f. Whether injury occurred
- g. Whether a weapon or controlled substance was involved
- h. The safety of other students and staff
- i. The educational needs of other students
- j. The educational needs of the student to be disciplined (including those enumerated in an IEP or a plan issued pursuant to section 504 of the Rehabilitation Act of 1973, approved September 26, 1973 (87 Stat. 355; 29 U.S.C. section 794)
- k. Extenuating circumstances

Disciplinary responses, may be aimed, to the extent practicable under the circumstances, to enable students to continue their instructional program.

Staff may implement disciplinary responses in a progression, beginning with the least severe appropriate response, within the range of permissible disciplinary responses.

Disciplinary responses may include, but not be limited to, the following strategies:

- (a) Verbal redirection/reprimand;
- (b) Teacher/student conference;
- (c) Parental contact (written or by phone);
- (d) Parent conference;
- (e) Temporary Removal of Student from Classroom;

- (f) In-School Disciplinary Action;
- (g) Behavior contract;
- (h) Grade reduction for Academic Dishonesty only;
- (i) In School Suspension (one (1) – five (5) school days
- (j) Out of School Suspension, except in response to unexcused tardiness or absence;
- (k) Off-site Long-Term Suspension (eleven (11) - ninety (90) school days), except in response to unexcused tardiness or absence; and
- (l) Expulsion (off-site Suspension for one calendar year).

Scholars may receive adequate and timely notification of scholar infractions and disciplinary responses.

A copy of the SPDC policies and rules regarding scholar discipline may be distributed or made available to school staff within thirty (30) days after the start of each school year, or upon initial employment, which occurs later.

All written documents concerning the disciplinary process may be considered vital documents and provided to any student, parent, or guardian in a format that he or she can understand.

## **APPLICABILITY**

The provisions of this chapter may be enforceable by school authorities, as follows:

- (a) When the student is on school grounds;
- (b) When the student is on or off school grounds participating in or attending any function or activity, including field trips, class trips, extracurricular activities, or athletic contests, that are sponsored by or are under the auspices of SPDC;
- (c) When the student is off school grounds and traveling on transportation provided by SPDC and the activity involves any conduct prohibited by this chapter;

- (d) When the student commits a prohibited offense that occurs during before-school or after-school programs;
- (e) When a student has committed a prohibited offense off school grounds or outside regular school hours that results in a significant disruption to the school environment.

## **GROUNDINGS FOR DISCIPLINARY ACTION**

Tier I behaviors are those behaviors that are insubordinate or cause minor disruptions to the academic environment but do not involve damage to school property or harm to self or others. Tier I behaviors result in classroom-level disciplinary responses that may be elevated to administrative response if they are not successfully abated by the teacher or the appropriate school-level staff.

- (a) The following behaviors may be considered Tier I behaviors:
  - (1) Refusal to present school-issued identification upon request;
  - (2) Attending class without required class materials or assigned work;
  - (3) Off-task behaviors that demonstrate disengagement from classroom learning;
  - (4) Behaviors that disrupt or interfere with classroom teaching and learning;
  - (5) Unexcused lateness for school or class;
  - (6) Inappropriate displays of affection;
  - (7) Excessive noise in the classroom, hall, or school building;
  - (8) Running in the classroom, hall, or school building;
  - (9) Communicating with staff and peers in a manner that is not polite, courteous, or respectful;
  - (10) Directing profanity or obscene/offensive gestures toward peers;
  - (11) Refusal to comply with staff instructions, or classroom or school rules; and

(12) Any behavior or other conduct not specifically enumerated in any other tier in this chapter that is insubordinate or causes minor disruption to the academic environment but does not involve damage to school property or harm to self or others.

(b) Disciplinary responses for Tier I behaviors may include:

- (1) Verbal redirection or reprimand;
- (2) Teacher/student conference;
- (3) Parental contact in writing or by phone;
- (4) Teacher/parent conference;
- (5) Temporary Removal of Student from Classroom;
- (6) In-School Disciplinary Action;
- (7) Behavior contract; and
- (8) Other school-based consequences as approved by a person designated by the Principal

Tier II behaviors are those behaviors not specifically enumerated in any other tier in this chapter that cause disruption to the academic environment, involve damage to school property, or may cause minor harm to self or others. Tier II behaviors result in school-based and administrative disciplinary responses.

(a) The following behaviors may be considered Tier II behaviors:

- (1) Using computer/office equipment without permission;
- (2) Intentional Misuse of School Equipment/Supplies/Facilities;
- (3) Unauthorized use of portable electronic devices during school hours (e.g. mp3 players, cell phones);
- (4) Non-compliance with approved dress code/uniform policy;
- (5) Leaving classroom without permission;
- (6) Unexcused absence from class;
- (7) Unauthorized presence in hallway during class time;

- (8) Unexcused absence from school;
- (9) Inappropriate or disruptive physical contact between students;
- (10) Directing profanity or obscene/offensive gestures toward staff;
- (11) Throwing objects that may cause injury or damage to property;
- (12) Any behavior or other conduct not specifically enumerated in any other tier in this chapter that causes disruption to the academic environment, involves damage to school property, or may cause minor harm to self or others; and
- (13) Documented Pattern of Persistent Tier I Behavior.

(b) Disciplinary responses for Tier II behaviors may include:

- (1) Verbal redirection or reprimand;
- (2) Teacher/student or administrator/student conference;
- (3) Parental contact in writing or by phone;
- (4) Administrator/parent conference;
- (5) Temporary Removal of Student from Classroom;
- (6) In-School Disciplinary Action;
- (7) Behavior contract;
- (8) Other school-based consequences as approved by a person designated by the Principal;

Tier III behaviors are those behaviors not specifically enumerated in any other tier in this chapter that cause significant disruption to the academic environment or cause harm to self or others. In addition to lesser consequences, Tier III behaviors may result in either on-site or off-site Suspension.

(a) The following behaviors may be considered Tier III behaviors:

- (1) Inappropriate Use of Somerset Computer or Network (restricted websites, offensive emails);
- (2) Sale or Distribution of any item without authorization;

- (3) Possession or Distribution of obscene or pornographic material on school premises;
- (4) Possession or Use of tobacco;
- (5) Use of alcohol;
- (6) Use of marijuana, controlled dangerous substances, imitation controlled substances, inhalants, other intoxicants, or drug paraphernalia;
- (7) Unauthorized Possession, Use, or Distribution of over-the-counter medication;
- (8) Verbal, written, or physical Threat to person or property (including intimidating postures);
- (9) Obscene, seriously offensive, or abusive language or gestures;
- (10) Causing disruption on school property or at any SPDC-sponsored or supervised activity;
- (11) Gambling;
- (12) Communicating slurs based on actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, or place of residence or business, including derogatory sexual language;
- (13) Engaging in Sexual Acts on school premises or at school-related functions;
- (14) Leaving school without permission;
- (15) Academic Dishonesty;

- (16) Forgery;
- (17) Lying to or giving misleading information to school staff;
- (18) Posting or distributing material or literature that is disrespectful, demeaning, humiliating, or damaging to students and/or staff. This includes posting material on internet or sending material electronically (via email or cell phone);
- (19) Engaging in behavior that demonstrates Gang/neighborhood crew affiliation (displaying clothing or gestures associated with Gangs);
- (20) Hazing;
- (21) Bullying, or using humiliating, or intimidating language or including Internet Bullying;
- (22) Possession of tools or instruments which school administrators deem could be used as weapons;
- (23) Engaging in reckless behavior that may cause harm to self or others;
- (24) Extortion;
- (25) Fighting where there is no injury and no weapon;
- (26) Trespassing;
- (27) 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 harm to self or others;
- (28) Documented Pattern of Persistent Tier II Behavior

(b) Disciplinary responses for Tier III behaviors may include:

- (1) Verbal redirection/reprimand;
- (2) Teacher/student conference or administrator/student conference;

- (3) Parental contact (written or by phone);
- (4) Parent conference;
- (5) Temporary Removal of Student from Classroom;
- (6) Behavior contract;
- (7) In-School Disciplinary Action;
- (8) Grade reduction for Academic Dishonesty;
- (9) On-site Short-Term Suspension with provision of appropriate intervention services;
- (10) Off-site Short-Term Suspension, except in response to unexcused tardiness or absence; and
- (11) Off-site Medium-Term Suspension, except in response to unexcused tardiness or absence.

## **POLICY FOR DISCIPLINARY ACTIONS**

All disciplinary actions may be effected pursuant to the rules in this Chapter. Disciplinary actions that do not result in removal from the classroom for more than half a school day may be effected through procedures established by the principal at each school. The principal may establish such procedures in writing and provide a written copy to students and parents. Procedures may include a process for appealing such disciplinary responses to the principal.

The Principal or Designee may ensure that accurate, appropriate documentation is maintained of all disciplinary action

The Principal, at his or her discretion, may review and modify any proposed disciplinary actions.

Disciplinary responses for all tiers of behavior may be assigned only after consideration of the factors involved in the appropriate behaviors, and after consideration of prevention, intervention, and remediation responses.

Records of all disciplinary actions taken may be maintained for each student in a student discipline file that is separate from the student's official record and cumulative file. Disciplinary records are primarily for the use of the school that the student

attends. Disciplinary records may be maintained by the school until the student is promoted to the next educational level, e.g., from Elementary to Secondary.

## **POLICY FOR SUSPENSION AND EXPULSIONS**

The policies and procedures described in this section may apply to all on-site and off-site Suspensions and Expulsions.

Off-site Suspension and Expulsion may not be used in response to unexcused tardiness or absence.

Principals may consider all extenuating circumstances before recommending Expulsion

A student may be suspended prior to a conference if he or she is contributing to an emergency situation in a school. An emergency situation may exist either because of general conditions in the school (e.g., a series of fires or False Alarms; a manifestly high level of student tension; an increasing number of fights or physical attacks; a large number of abuses of property) or because the behavior of an individual student is so disruptive or dangerous that he/she poses a very real and immediate threat to the health and safety of other members of the school community, or to the ability of the school community or the school or portion thereof to continue normal operations.

A Student may be expelled from SPDC only for the commission of a Tier III fraction, and after the approval of the Disciplinary Board.

Students who have been suspended or expelled may not be eligible to participate in any school function for the duration of their Suspension or Expulsion. The only exceptions that may be authorized by the Principal or his or her designee may be for system-wide testing, or College Board or admission examinations.

Any Suspension, including on-site Suspension, in excess of two (2) in a single semester must be approved by a person designated by the Principal.

In accordance with the An Act To provide for compulsory school attendance, for the taking of a school census in the District of Columbia, and for other purposes, approved

February 4, 1925 (43 Stat. 806; D.C. Official Code § 38-201 et seq.), all children of compulsory school age are required to attend school or receive an equivalent education approved by the Office of the State Superintendent of Education.. Notwithstanding the parent's responsibility to ensure that the child attends a school, a student may be subject to Suspension or Expulsion from SPDC pursuant to this chapter.

The principal or other school official may establish, or make a referral to, a special class or other supervised program for students who are suspended, subject to the approval of a person designated by the Chancellor. This special class or other supervised program may be located within a student's home school or at another appropriate SPDC site.

A Student who has been suspended or expelled may have access to an Education Plan as follows:

- a. If a student is suspended for fewer than eleven (11) days, the principal initiating the Suspension may provide an Education Plan that meets the student's educational needs and allows the student to make up any class and homework assignments and exams without penalty.
- b. (b) If a student is suspended for eleven (11) days or more or expelled, the student may be placed in an Alternative Educational Setting that will allow the student the opportunity to continue to earn credits towards promotion or graduation requirements.

Restitution and/or school service may be required in any case involving school property (e.g., arson, vandalism, burglary, robbery). The amount of restitution or type of school service may be determined by a person designated by the Principal.

If a student's Suspension or Expulsion is for a period exceeding the number of school days remaining in the school year, any remaining part of the term of the Suspension or Expulsion may be applied to the succeeding school year.

Students younger than the age of fourteen (14) who have been suspended or expelled may not be allowed to leave school grounds during school hours unless accompanied by a parent or guardian, or his or her designee. Students older than fourteen (14) who have been suspended or expelled may not be allowed to leave school grounds during school hours until a parent or guardian, or his or her designee, has been contacted by phone or in person and given a reasonable opportunity to

arrange for proper supervision of the student. If the parent or guardian of a suspended student cannot be notified by phone or in person, the student must remain at school until the end of the school day.

If the parent or guardian of a student who has been suspended cannot be contacted by phone or in person before the next school day, and the student arrives at school, he or she must remain in the building until a parent or guardian can be contacted and given a reasonable opportunity to arrange for proper supervision of the student or until the end of the school day. The student may be segregated and must be appropriately supervised during this time. Any such day will count toward fulfilling the term of the student's Suspension.

For students seeking to enroll in SPDC and who have been suspended or expelled from their current school, or who have withdrawn while disciplinary action is pending, a person designated by the Principal may review the facts and circumstances regarding the student's Suspension, Expulsion, or withdrawal pending Expulsion, if the infraction for which the student was disciplined is one for which the student could have been disciplined within SPDC. The purpose of this review is to determine the appropriate placement within SPDC.

## **PROCEDURES FOR SUSPENSION AND EXPULSIONS**

Authority to impose Suspensions and Expulsions is as follows:

- a) On-site Short-Term Suspension may only be authorized by the principal or a person designated by the Principal.
- (b) Off-site Short-Term Suspension may only be authorized by the principal or a person designated by the Principal.
- (c) Off-site Medium-Term Suspension may be proposed by the principal and may be authorized only by a person designated by the Principal. A person designated by the Principal may modify the proposed action including rescission.
- (d) Off-site Long-Term Suspension may be proposed by the Dean of Students and may be authorized only by a person designated by the Principal. A person designated by the Principal may modify the proposed action including rescission.
- (e) Expulsion, except Expulsions for violations relating to the Gun-Free Schools Act, may be proposed in writing by the principal to the disciplinary board, and may only be approved by the board after a formal disciplinary hearing.

## **PROCEDURE FOR DISCIPLINARY HEARINGS**

Disciplinary hearings may be held at SPDC a time that is reasonably convenient to the student and parent or guardian.

For Long-Term Suspensions and Expulsions, the hearing may be held not more than four (4) school days after a written notice regarding disciplinary action is provided to the parent or guardian or adult student, except that the hearing may be postponed for not more than five (5) school days upon the request of the adult student, minor student's parent or guardian, or his or her representative, where postponement of the hearing is necessary to prepare for the hearing, provide for the hearing, or provide for the attendance of necessary parties, including interpreters. The hearing officer may provide written notice to the parent or guardian or adult student of the date, time, and location of the hearing immediately upon scheduling the hearing. The notice from the hearing officer may state what consequences, if any, result from failure to attend the hearing.

The hearing may be closed to the public

The student may have a right, but may not be required, to have a representative or legal counsel, selected by the parent or guardian or adult student.

The student, parent or guardian, or representative may have the right to question any witness or challenge any documentary evidence.

The parent or guardian or adult student may have the opportunity to present testimony and documentary evidence, including the opportunity to call any witness to present testimony relevant to the disciplinary action. The right to call witnesses may include the right to require the presence of any involved school official.

It may be the burden of the SPDC to show by a preponderance of the evidence that the student did commit the infraction(s) upon which the disciplinary action is based.

The hearing officer may ensure that all due process procedures have been followed or waived.

The hearing officer may question any witness or party and may examine all documentary evidence.

The hearing may not be conducted according to the rules of evidence. However, the hearing officer may exclude any testimony or evidence that is irrelevant or repetitive.

The hearing officer may ensure that the hearing is conducted in a fair and orderly manner and may have the authority to exclude any party or other person from the hearing on

the grounds of substantial interference or obstruction of the orderly hearing process.

The principal or school official may indicate a recommendation of the school for the duration of the off-site placement.

### **PROPOSED DISCIPLINE OF A SCHOLAR WITH DISABILITY**

Nothing herein may exempt a student with a disability from disciplinary action.

In initiating disciplinary procedures applicable to all children, SPDC must ensure that the special education and disciplinary records of the child with a disability are transmitted for consideration by the person or persons making the final determination regarding the disciplinary action. Such documentation may include, but not be limited to (with any required permission from parent/guardian): the student's current IEP, discipline file, cumulative file, anecdotal records from teachers or other school personnel, reports or recommendations from health or mental health clinicians.

SPDC may order an immediate removal of a student with a disability from his or her current placement:

- (a) To an appropriate interim Alternative Educational Setting, another setting, or Suspension, for not more than ten (10) consecutive school days (to the extent such alternatives would be applied to children without disabilities); and
- (b) To an appropriate interim alternative educational setting for the same amount of time that a child without a disability would be subject to discipline, up to but not exceeding forty-five (45) days if:
  - (1) The student carries a weapon to school or to a school function;
  - (2) The student knowingly possesses or uses illegal drugs or solicits the sale of a controlled substance while at school or at a school function; or
  - (3) Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction SPDC.

SPDC must make a free appropriate public education available to all eligible children with disabilities, including children with disabilities who have been suspended or expelled from school. When a student with a disability is removed from his or her current placement for more than ten (10) school days for disciplinary reasons, SPDC must continue to provide the specialized instruction and related services that are specified on the student's IEP.

Any interim alternative educational setting in which a child is placed must:

- (a) Be selected so as to enable the child to continue to participate in the general curriculum, although in another setting, and to continue to receive those services and modifications, including those described in the child's current IEP, that will enable the child to meet the goals set out in that IEP; and
- (b) Include services and modifications designed to address the behavior described so that it does not recur.

### **ALC Intervention**

The Alternative Learning Classroom is a student behavior management system. Somerset's Alternative Learning Classroom (ALC) is designed to provide a more structured environment in which at-risk scholars can learn academic skills and appropriate social behaviors in order to transition back to their regular academic programming with success. This intervention is applied when a scholar comes in repeat conflict with school rules, and/or policies and/or may experience disciplinary action that involves removal from the regular classroom setting. Efforts will be made by school staff to help the scholar adjust and return to the regular classroom setting as efficiently as possible. Counseling and assessment of the scholar will be integrated into the program and will be used as a viable measure to help eliminate future misbehavior(s). Remediating behavior while not disrupting the educational programming of our scholars is crucial for the educational development of all individuals at Somerset Preparatory Academy

The structure consists of:

1. Maintenance of classroom structure.
2. Maintenance of schoolwork via Edgenuity.
3. Behavioral and therapeutic supports built into the daily schedule.

A measure of the student's progress will be accomplished by a system of point accumulation via a rubric that is sent home every day to the parent(s). The criteria for awarding points (by the teacher) are in the form of a specific list of behavior items that carry a point credit. The goal of the Alternative Learning Classroom is for scholars to return to the classroom equipped with coping skills and strategies they can use while also providing a positive approach to discipline through early intervention.

## **PBIS**

Somerset Prep DC's philosophy is to reinforce positive behaviors of scholars through positive behavioral interventions and supports.

## **Bullying Policy**

### **OBJECTIVES & PURPOSE**

Somerset Prep DC expects scholars to treat each other with civility and respect and will not tolerate acts of harassment, intimidation, or bullying. Like other disruptive or violent behaviors, this conduct interferes with the rights and abilities of students to learn and Somerset Prep DC's ability to educate our scholars in a safe and productive environment. Acts of bullying, harassment and intimidation are an attack on core Somerset Prep DC values. Thus, to facilitate our mission, Somerset Prep DC, in consultation with youth, families and staff, has established this comprehensive bullying prevention policy. This policy protects the dignity and safety of the Somerset Prep DC community and describes Somerset Prep DC's prevention strategies to identify and prevent incidents by connecting youth to necessary services. Somerset Prep DC will promptly investigate all incidents of bullying, harassment and intimidation and provide appropriate remedies for victims of an incident.

### **I. Definitions**

"Bullying2 ," means any severe, pervasive, or persistent act or conduct, whether physical, electronic or verbal that

A. 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; and

B. Shall reasonably predicted to:

- a. Place a student in reasonable fear of physical harm to his or her person or property;
- b. Cause a substantial detrimental effect on the student's physical or mental health;
- c. Substantially interfere with the student's academic performance or attendance;

- d. Substantially interfere with the student's ability to participate in or benefit from school activities or services; or
- e. Materially and substantially disrupts the education process or the orderly operation of a school.

Bullying also occurs when a student or group of students organize a campaign against another student or when a student or group of students maliciously spread rumors about another student. In most circumstances Bullying does not include a mutual fight between two students who are angry with each other. Such fights are subject to discipline according to the disciplinary rules in SPDC Discipline section of the student handbook.

**Cyber Bullying** – Bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messaging, text messages, and Internet postings.

**Electronic communication** – The use of the Internet and mobile technology such as web pages, discussion groups such as instant messaging, SMS text, Instagram, or Facebook with the intent of intimidating, harassing, or harming another person.

**Principal Designee**- A point of contact decided on by the principal who will conduct investigations and provide communications in the principal's place. Each individual school must provide the name and contact information of the Point of Contact to parents and students. Posting the principal designee's name and contact information in the main office and including this information at the front of this policy document in the space provided is suggested.

**Safe person** - A person of comfort, determined by the student and someone who can be trusted without fear of being made to feel uncomfortable, unwelcome, or unsafe.

**Safe space** - a place where anyone can relax and be fully self-expressed without fear of being made to feel uncomfortable, unwelcome, or unsafe.

**Staff** – includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, coaches, athletic directors, support staff, or paraprofessionals.

## **II. Prohibition Against Bullying**

SPDC strives to provide students with optimal conditions for learning by maintaining a school environment where everyone is treated with respect and no one is physically or emotionally harmed. Acts of bullying by students are prohibited:

- a. On school premises;

- b. At any school-sponsored activity or event on and off school grounds:
- c. On public and school transportation including stop locations;
- d. Using school property or equipment;
- e. Walking to and from school;
- f. Or, any other place where a student has access to technology.

### **III. Publication and Contact Information**

To support a whole-school approach to bullying prevention, schools must actively communicate policies and guidelines on bullying prevention and intervention to teachers and other school staff; students; parents; parent-teacher organizations; volunteers, and other relevant groups. School-wide displays, posters, newsletters, and all other forms of communication from school to home will be used to communicate the policy and the intentional focus on building a positive school climate.

The SPDC Bullying policy and all guidelines for reporting procedures will be made available on the SPDC website.

### **IV. Code of Conduct**

Creating and sustaining a positive school culture/climate is the foundation of any bullying prevention program. The most successful practice for building school culture is a whole school approach involving all education and community partners. Collaborative and harmonious efforts are needed to bring about systematic and systemic change. SPDC believes that the following characteristics create positive school climate:

- Students, staff members, and parents feel safe, included, and accepted;
- All members of the school community demonstrate respect, fairness, and kindness in their interactions;
  - Build healthy relationships that are free from discrimination and harassment;
  - The learning environment and curriculum reflects character education and appreciation for diversity;
- Bullying prevention and awareness-raising strategies for students, staff, and families are taught and reinforced; and
- Students are meaningfully engaged and given support to succeed in an environment of high expectations.

Somerset must be intentional about creating a positive school culture where students feel welcomed, safe, respected, and as such, are able to fully engage in their academics. The Somerset policy recognizes that bullying prevention cannot be effective as prevention and intervention methods unless they are included as a part of a whole-school prevention/intervention approach. The whole-school approach will include the following elements: prevention, intervention, consequences, progressive discipline, and focused professional development and training.

## **V. Prevention**

Schools will be expected to participate in annual professional development and training to increase bullying prevention awareness. School-wide evidence-based bullying prevention programs will be implemented as part of a system of positive behavioral supports and school improvement efforts at all grade levels. Bullying prevention campaigns, assemblies, programs, rallies, monthly celebrations, etc. should be developed and implemented throughout the year

The prevalence and characteristics of successful bullying prevention practices will be used to inform decision-making and school improvement efforts. Consistent and frequent monitoring of school culture indicators from surveys, number of students participating in school-wide programs and celebrations, report cards, and student behavior data systems are valuable information sources to consider when creating and promoting a positive school culture. This information will help to identify patterns of behaviors and areas of concern, and will inform decision-making for prevention strategies including, but not limited to, adult supervision, professional development, age-appropriate strategies, and in-school support services. Should the data show a school issue or concern, strategies for family and community engagement around positive school culture and bullying prevention awareness should be incorporated into the family engagement section of the Comprehensive School Plan (CSP).

## **VI. Intervention**

Schools will be expected to provide ongoing training and professional development for bullying prevention. Training should include the proactive and positive strategies to prevent bullying as well as procedural guidelines and practices for responding appropriately to students who bully, are bullied, and are bystanders who report bullying.

Interventions include:

- Replacement behaviors and sensitivity training for the students exhibiting Bullying behaviors:
- A continuum of interventions targeted to prevent bullying by addressing socio-emotional, behavioral, and academic needs of student who bully;

- Identifying community and mental health resources for students who repeatedly bully in spite of interventions and for those students involved as perpetrators, victims, or witnesses;
- Support counseling for the victim with protection from retaliation and further episodes of bullying;
- Developing “safe space” and “safe people” resources within the school;
- Designing intensive intervention plans for the bully and victim through the Student Support Team (SST) process.

## **VII. Consequences and Progressive Discipline**

SPDC is committed to helping students learn the expectations and rules for appropriate school behavior and places a heavy emphasis on teaching, prevention, and intervention to prevent inappropriate behavior. Consequences should include the least severe response with an emphasis on changing, managing, and teaching replacement behaviors. Consequences for students committing acts of bullying, harassment, or intimidation and for students engaged in reprisal or retaliation and for students found to have made false accusations should be consistently and fairly applied after appropriate investigation has determined that such an offense has occurred.

Bullying in DC is currently a Tier 3 infraction, per Chapter 25, and can result in a variety of consequences. Schools are encouraged to determine and implement consequences and progressive discipline actions consistent with SPPDC policies and procedures.

The following list of consequences are provided as a guide:

- Verbal redirection/reprimand
- Teacher/student conference
- Administrator/student conference
- Parental contact (written or by phone)
- Parent conference
- Temporary Removal of Student from Classroom
- Behavior contract
- In-School Disciplinary Action
- In school suspension

- Out of school suspension

While school administrators have discretion in applying consequences, the intention of the consequence should be to:

- Appropriately correct the bullying behavior,
  - Prevent another occurrence of the bullying or retaliation,
  - Protect the target of the bullying, and
- Be flexible so that in application they can be unique to the individual incident and varied in method and severity based on the nature of the incident, developmental age of the person bullying, and any history of problem behavior from the person bullying.

### **VIII. Professional Development and Training**

Principals will be required to establish and provide annual professional development programs to educate teachers and school staff about Bullying prevention and strategies for promoting a positive school climate.

SPDC recognizes that in addition to training, staff members require ongoing professional development to build the tools and knowledge needed to prevent, identify, and respond to incidents of bullying. SPDC will publicize resources, best practices, and relevant training opportunities as they become available.

### **IX. Reporting Incidents of Bullying**

Bullying or suspected bullying is reportable in person or in writing (including anonymously) to school personnel. SPDC expects all staff members and volunteers to report incidents of bullying or retaliation they witness or are made aware of to the principal or the principal's designee.

Students who have been bullied or are aware of incidents of bullying should be encouraged to report this behavior to the principal or principal's designee.

Parents or other adults who are aware of incidents should be encouraged to report this behavior to the principal or principal's designee.

Reports may be made anonymously but disciplinary action by the principal or principal's designee cannot be taken solely on the basis of an anonymous report, though such a report may trigger an investigation.

SPDC will ensure that there are reporting materials available and that information about reporting is communicated to students and families through the school in a variety of formats. Each school principal or principal's designee is available to assist in reporting incidents as is the Director of Discipline and School.

### Reporting Procedures

1. All reports must be written using the Somerset approved Bullying Incident Reporting form.
2. Reports must be promptly investigated by the principal or principal's designee.
3. The principal or principal's designee will determine whether bullying actually occurred by taking steps to verify who committed the act of bullying and whether others played a role in perpetuating the act.
4. Efforts should be made to increase the confidence and trust of the victim and any witnesses.
5. The principal or principal's designee will notify parents/guardians of the victim and offender.
6. The principal or principal's designee will apply consequences and/or interventions consistent with due process rights.
7. The principal or principal's designee will create a written record of the incident, disciplinary actions taken, as well as statements from the victim, witnesses, and offender.

### **X. Investigating Incidents of Bullying**

Prior to the investigation of an incident, the principal or principal's designee will take steps to ensure the safety of the alleged victim referenced in a reported bullying incident. These steps will be designed to restore a sense of safety to the victim and to protect them from further incidents if necessary. Examples of such steps taken include designating a staff member to serve as that alleged victim's "safe" person, altering the alleged bully/bullies seating or schedule to reduce access to the alleged victim or creating a safety plan in consultation with the alleged victim. Once an investigation is concluded, further steps will be taken as needed to assure the continued safety of the victim from additional incidents of Bullying or retaliation.

Once the principal or the principal's designee has received a report of bullying, the following groups will be notified as needed:

- Parents and guardians: The principal or principal's designee will notify the parents or guardians of victims, bullies, and if appropriate, witnesses to an incident or bullying behavior about the nature of the incident and the procedures

and steps in place for responding to it. The principal or principal's designee will determine if parents or guardians should be informed prior to or after the investigation of an incident.

- Law enforcement agencies: If the principal or the principal's designee determines that the reported incident may involve criminal activity or the basis for criminal charges, information about the incident must be conveyed to the appropriate law enforcement authorities. As part of making this determination, the principal or principal's designee may wish to consult with either a law enforcement or legal counsel. Law enforcement shall only be contacted if all other available remedies have been exhausted. The principal or principal's designee will notify these groups of incidents of bullying only to the extent allowed by law. Notification will be undertaken solely to ensure that services are provided to victims and bullies and to protect victims from further or sustained victimization.

The principal or principal's designee will make every effort to protect the confidentiality of those who report bullying incidents.

The principal or principal's designee is responsible for investigating reports of bullying. An investigation of an incident will be initiated no more than one day after a report of Bullying is received and will conclude no later than 30 days after the receipt of such a report. As part of the investigation, the principal or principal's designee will interview any involved or relevant parties including alleged victims, bullies, witnesses, staff, parents or guardians. The principal or principal's designee will provide confidentiality as far as possible to relevant parties as part of the investigation, and inform all relevant parties that retaliation for reporting acts of bullying is prohibited. Written records of the investigation process should be maintained and may be included in the prevention database to generate a more accurate picture of Bullying behaviors at SPDC. Where necessary, provisions will be made to include the advice of legal counsel.

In investigating an incident of bullying, the principal or principal's designee will seek to ensure that the reported incident is one of victimization, a sign of bullying, rather than a conflict. When investigating a reported incident, the principal or principal's designee will attempt to determine, through interviewing the victim, what resources the victim had and has access to for halting the incident that occurred and preventing future such instances. If the victim reports few or no resources for

ending the incident or constructively dealing with future instances, that information will serve as compelling, though not conclusive, evidence that the reported incident was an incident of bullying.

The principal or principal's designee is charged with making determinations as to whether a reported incident constitutes a case of bullying. These determinations will be made in consideration of the totality of the facts and the circumstances surrounding the incident. If the principal or principal's designee determines that an incident of bullying has occurred, he/she should take the proactive measures to prevent the recurrence of an incident and restore the safety of the victim.

If the principal or principal's designee determines that additional support is needed to conduct a thorough and equitable investigation, he/she will contact the Director of Discipline and School Culture.

## **XI. Protection Against Retaliation**

The principal or principal's designee will take appropriate steps to protect any person - student or non-student, accused or accuser, etc. - from retaliation when they report, file a complaint of, are the subject of a complaint, or cooperate in an investigation concerning a violation of the SPDC Bullying Prevention Policy. An employee, volunteer, or student who promptly and in good faith reports an incident of, or information on, bullying in compliance with this policy shall be immune from a cause of action for damages arising from the report. Threats or acts of retaliation, whether person-to-person, by electronic means, or through third parties, are serious offenses that will subject the violator to disciplinary and other corrective action, which could include long-term suspension, exclusion or expulsion.

## **Sexual Harassment**

Somerset Prep DC is committed to providing all scholars with a safe and supportive school environment. Members of the school community, including teachers, scholars, administrators and staff, are expected to treat each other with mutual respect at all times. This directive is issued to provide guidance on conduct that might give rise to complaints of sexual harassment, and the steps that school officers, parents, teachers, and scholars should take in responding to such conduct and/or complaints.

### *1. Sexual Harassment of Scholars or Employees by Employees or Other Scholars— Defined*

Sexual harassment of scholars and employees is prohibited at Somerset Prep DC. Sexual harassment includes, but is not limited to, unwelcome sexual advances, verbal sexual behavior,

or nonverbal sexual behavior that substantially interferes with a Scholar's education, or creates an intimidating or hostile environment.

### *2. Sanctions for Sexual Harassment of Scholars by Scholars*

Harassment generally, and sexual harassment specifically, of scholars by scholars is specifically prohibited by the Somerset Prep DC Code of Conduct, and such harassment constitutes grounds for disciplinary actions and/or school exclusions as set forth in those provisions.

### *3. Sanctions for Sexual Harassment of Scholars by Employees*

Sexual harassment specifically, of scholars by employees is specifically prohibited by this directive and Somerset Prep DC policy. Such conduct by employees will be subject to adverse action provisions as set forth in the Faculty Handbook, and may lead to adverse action including termination of employment.

### *4. Grievance Procedures for Sexual Harassment of Scholars*

Complaints of harassment generally, and sexual harassment specifically, of scholars by scholars, employees or other persons may result in an allegation of denial or abridgement of scholar rights as set forth in the Somerset Prep DC Code of Conduct. When necessary, scholars and parents/guardians may avail themselves of the scholar grievance procedures. Any scholar who feels s/he has been harassed should report the incident in accordance with the Section 504/Title IX Grievance Process above.

## **Dress Code**

Academics are our primary concern; we want to make sure that scholars are able to focus on school and are not distracted by what they are wearing or by what their teammates are wearing. Listed below is our uniform policy. These items listed, plus anything that the administration feels is inappropriate or distracting, may also be added to this policy.

The uniform consists of a variety of Somerset Prep DC shirts (see grade specific shirt style(s) and color below) available for sale at cost from the school. Families may pay cash or money order for the uniform shirts. Families that are unable to purchase Somerset Prep DC shirts are encouraged to contact the school.

## **OUTERWEAR**

- Somerset sweaters or College sweatshirts are the only outerwear options permitted.
- Coats, jackets, or any other outerwear are not permitted to be worn in school or taken anywhere in the building at any time and must be left in the locker all day.

## **HAIR, MAKEUP, AND ACCESSORIES**

- No hair picks, hats, bonnets, hairnets, athletics sweatbands, and bandanas anywhere inside the building at any time.
- No accessories, jewelry, or makeup that distracts from the learning environment or create a safety concern.
- Articles of clothing or accessories that have skulls, Playboy bunnies, gang/crew affiliation, or that refer to weapons, drugs, sex, or death are prohibited.

## **Middle School Dress Code**

The Somerset Prep DC Dress Code consists of the following regulations:

- A scholar must have a Somerset Prep DC uniform shirt on at all times, including Saturday School.
- Only tan and khaki pants and shorts (seasonal) are permitted.
- Belts must be worn if there are belt loops on the scholar's pants and shorts.
- All Somerset Prep DC shirts must be fully tucked in (fully tucked in means the belt or the waist-band is visible).
- All pants and shorts must be an appropriate size and fit.
- Scholars need to wear comfortable shoes, preferably sneakers or tennis shoes. Shoes must be tied at all times.
- Shorts must be worn no more than two inches above the knee.

## **Dress Down**

Throughout the school year, scholars may have opportunities to Dress Down. These are limited events and specific clothing guidelines must be followed. Scholars may elect to wear their school uniform on Dress Down Days.

## **Professional Dress**

There will be days when scholars are required or asked to dress professionally. These include events such as: Professional Day; when a scholar is representing the school at an event; special field trips; portfolio presentations; and other school-related events. If a scholar does not meet the Professional Dress requirements on a Professional Dress day, that scholar may not be able to participate.

## **High School Dress Code**

The Somerset Prep DC Dress Code consists of the following regulations:

- A scholar must have a Somerset Prep DC uniform shirt on at all times, including Saturday School.
- Only tan and khaki pants and shorts (seasonal) are permitted.
- Belts must be worn if there are belt loops on the scholar's pants and shorts.
- All Somerset Prep DC shirts must be kept neat.
- All pants and shorts must be an appropriate size and fit.
- Scholars need to wear comfortable shoes, preferably sneakers or tennis shoes. Shoes must be tied at all times.
- Shorts must be worn no more than two inches above the knee.

### Dress Down

Throughout the school year, scholars may have opportunities to Dress Down. These are limited events and specific clothing guidelines must be followed. Scholars may elect to wear their school uniform on Dress Down Days.

### Professional Dress

There will be days when scholars are required or asked to dress professionally. These include events such as: Professional Day; when a scholar is representing the school at an event; special field trips; portfolio presentations; and other school-related events. If a scholar does not meet the Professional Dress requirements on a Professional Dress day, that scholar may not be able to participate.

### Scholar Cell Phone

Scholars in all grades are permitted to carry a cell phone to school. They must turn the phone OFF during school hours and must keep the phone in the locker. All scholar cell phones must be OFF, not just on vibrate or silent while in the building. If any phone is on, visible, or making noise during school hours, or in the school building, it will be taken and handed to a dean. If the phone is on in the building, it will be confiscated, regardless of whether the phone made noise or was put away.

- The first time a scholar's phone is confiscated, infraction will be tracked and scholar phone will be returned by the dean;
- The second time a scholar's phone is confiscated, they may not carry the phone at school for the rest of the school year and a parent can pick up the phone at their convenience, during school hours, Monday through Friday;
- The third (or successive) time a scholar's phone is confiscated; the parent or guardian must attend a mandatory meeting during school hours, Monday through Friday.

If scholars make calls from a cell phone, receive a call from a cell phone, or send or receive a text message during the school day, or send lewd text messages, photos, or videos that are discovered during the school day, they will automatically be placed in In-School Suspension (ISS) up to short-term suspension, depending on severity of text or phone call. Scholars who refuse to give a staff member their phone for any reason will require a mandatory parent meeting during school hours, Monday through Friday. Somerset Prep DC reserves the right to impose a consequence for scholars who violate the Code of Conduct. Telephones may be searched at the discretion of the school leader. Scholars can ask permission to go to the office to use the school phones if they need to call a family member for a school related issue. Somerset Prep DC reserves the right to remove any and all cell phone privileges on a class-by-class basis or whole grades that are abusing the cell phone policy.

### **Electronic Devices**

Scholars in all grades are permitted to carry electronics to school if they are turned off and kept in the scholars' locker. If electronics are not in a locker, they will be taken and kept in the dean's office and only returned to parents. If an item is for show and tell, please contact your child's teacher to confirm that the item in question is supposed to be brought to school. The school in no way assumes any responsibility for damaged, lost, or stolen devices. The school will not replace any damaged, lost, or stolen devices.

### **Toys, Games, and Gadgets**

Scholars are not permitted to bring toys, games, or gadgets to school. All of these items will be confiscated and only returned to the parents. If an item is for show and tell, please contact your child's teacher to confirm that the item in question is supposed to be brought to school. The school in no way assumes any responsibility for damaged, lost or stolen items. The school will not replace any damaged, lost, or stolen items.

### **Banned Items and Searches**

To protect the safety of all scholars, the administration reserves the right to search any student's backpack, purse, locker, shoes, cell phone history, photos on cell phones, and any item of theirs that has pockets or any area that could conceal an item or information that is banned from school.

### **Special Education**

#### **CHILD FIND POLICY**

Under the Individuals with Disabilities Education Act (IDEA), SOMERSET is responsible for conducting continuous efforts intended to identify, locate, and evaluate all children with

disabilities between the ages of three (3) and twenty-two (22) years of age enrolled in Somerset Prep DC, 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 Somerset Prep DC, and applies to all children enrolled in Somerset Prep DC and all staff employed by Somerset Prep DC. Somerset Prep DC staff is expected to know and act in accordance with the requirements and procedures established by this policy. Somerset Prep DC trains staff on a biannual basis to ensure staff understand and execute Child Find responsibilities.

### TARGET POPULATIONS

This policy and Somerset Prep DC Child Find efforts apply to children between the ages of three (3) and twenty-two years of age enrolled in SOMERSET, 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.

### PARENT ENGAGEMENT

Parents may obtain information about the availability of special education and related services through this policy, information posted on our website at [www.somersetprepdc.org](http://www.somersetprepdc.org), or by contacting Mr. Parker. Somerset Prep DC also maintains written materials for parents, which can be found on location at 3301 WHEELER RD SE, WASHINGTON DC, 20032.

SOMERSET staff is required to provide information to parents upon request and at parent-teacher conferences.

### REFERRAL PROCESSES

A referral is documentation provided by the child's parent, or other referral source, which clearly states why it is thought that the child may have a disability. SOMERSET 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 receipt of consent to evaluate.

The 60-day requirement does not apply if:

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

If a parent or community member would like to request an initial evaluation to determine if a child is in need of special education and related services, please contact Donald Parker, Director of Scholar Support, at [dparker@somersetprepdc.org](mailto:dparker@somersetprepdc.org) or 202-562-9170. All SOMERSET staff must accept an oral or written referral for initial evaluation. Upon receiving an oral referral, Somerset Prep DC 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. Somerset Prep DC provides a referral form to assist parents and other parties in documenting a referral. To obtain this form, please contact Mr. Parker.

Somerset Prep DC accepts referrals for initial evaluation from the following persons:

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

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

After Somerset Prep DC has received a referral, Somerset Prep DC must make reasonable efforts to obtain parental consent for an initial evaluation within 30 days of receiving the referral, which includes attempting to contact the parent at least three (3) times on three (3) different dates using at least two (2) modalities. SOMERSET shall conduct an analysis of existing data on the student to determine if additional assessments are necessary. Existing data that may be considered may include but is not limited to teacher observations, classroom assessments, schoolwide screenings and assessments, state assessments, student grades and records, parent reports, health records, or data from other interventions. Somerset Prep DC will provide the parent of a child suspected of having a disability with information about the nature of any additionally required assessment.

TRANSITION FROM PART C

Under IDEA, SOMERSET must ensure a smooth and effective transition for children transitioning from Part C early intervention services to Part B special education and related services. In furtherance of this responsibility, Somerset Prep DC:

- Identifies incoming children that were served by Strong Start DC Early Intervention Program (DC EIP) prior to enrollment at Somerset Prep DC, and participates in transition activities as appropriate at the request of DC EIP; and
- As applicable, regularly coordinates with DCPS Early Stages to ensure a smooth and transition for students served by DCPS Early Stages prior to enrollment in the SOMERSET.

When a child is transitioning from Part C to Part B services, Somerset Prep DC participates in transition planning conferences as appropriate, and ensures each child with a disability has an IEP developed and implemented by the child's third birthday.

#### PARENT PROCEDURAL SAFEGUARDS AND RIGHTS

Parents' legal rights during the Child Find process are defined by IDEA and District of Columbia law. In the event of a disagreement, parents may pursue dispute resolution and due process rights, including mediation, due process complaints, or state complaints. Parents can learn more about their rights under IDEA by referring to the Part B Procedural Safeguards located on OSSE's website

<https://osse.dc.gov/publication/rights-parents-students-disabilities-idea-part-b-notice-procedural-safeguards> or by contacting DONALD PARKER to obtain a copy of their procedural safeguards.

#### DATA REPORTING

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

#### **Procedures When Disciplining Scholars with Disabilities**

#### **AUTHORITY OF SCHOOL PERSONNEL**

34 CFR §300.530 Case-by-Case Determination School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change of placement, made in accordance with the following requirements related to discipline, is appropriate for a child with a disability who violates a school code of student conduct.

### **General**

To the extent that they also take such action for children without disabilities, school personnel may, for not more than ten (10) school days in a row, remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension. School personnel may also impose additional removals of the child of not more than ten (10) school days in a row in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement (see the subheading Change of Placement Because of Disciplinary Removals for the definition).

Once a child with a disability has been removed from his or her current placement for a total of ten (10) school days in the same school year, the LEA must, during any subsequent days of removal in that school year, provide services to the extent required below under the subheading Services.

### **Additional Authority**

If the behavior that violated the student code of conduct was not a manifestation of the child's disability (see the section Manifestation Determination) and the disciplinary change of placement would exceed ten (10) school days in a row, school personnel may apply the disciplinary procedures to that child with a disability in the same manner and for the same duration as it would to children without disabilities, except that the school must provide services to that child as described below under the section Services. The child's IEP Team determines the interim alternative educational setting for such services.

### **Services**

Your LEA may, but is not required to, provide services to both a child with a disability and a child without a disability who has been removed from his or her current placement for ten (10) school days or less during that school year. You should contact your LEA to determine whether such services are provided. For a child with a disability who is removed from the child's current placement for more than ten (10) school days when the behavior is not a manifestation of the child's disability (see section Manifestation Determination) or who is removed under special circumstances (see the section Special Circumstances), he or she must:

- Continue to receive educational services (have available a Free Appropriate Public Education (FAPE)), so as to enable the child to continue to participate in the general education curriculum, although in another setting (that may be an interim alternative educational setting), and to progress toward meeting the goals set out in the child's IEP; and

- Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, which are designed to address the behavior violation so that it does not happen again.

After a child with a disability has been removed from his or her current placement for **ten (10) school days** in that same school year, and **if** the current removal is for **ten (10) school days** in a row or less **and** if the removal is not a change of placement (see definition below), **then** school personnel, in consultation with at least one of the child's teachers, determine the extent to which services are needed to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

If the removal is a change of placement (see the heading, Change of Placement Because of Disciplinary Removals), the child's IEP Team determines the appropriate services to enable the child to continue to participate in the general education curriculum, although in another setting (that may be an interim alternative educational setting), and to progress toward meeting the goals set out in the child's IEP.

### **Manifestation Determination**

Within **ten (10) school days** of any decision to change the placement of a child with a disability because of a violation of a code of student conduct (except for a removal that is for **ten (10) school days** in a row or less and not a change of placement), the LEA, you, and other relevant members of the IEP Team (as determined by you and the LEA) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by you to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- If the conduct in question was the direct result of the LEA's failure to implement the child's IEP
- 

If the LEA, you, and other relevant members of the child's IEP Team determine that either of those conditions was met, the conduct must be determined to be a manifestation of the child's disability.

If the LEA, you, and other relevant members of the child's IEP Team determine that the conduct in question was the direct result of the LEA's failure to implement the IEP, the LEA must take immediate action to remedy those deficiencies.

### **Determination that Behavior Was a Manifestation of the Child's Disability**

If the LEA, you, and other relevant members of the IEP Team determine that the conduct was a manifestation of the child's disability, the IEP Team must either:

- Conduct a functional behavioral assessment, unless the LEA had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; or
- If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior.

Except as described below under the section Special Circumstances, the LEA must return your child to the placement from which your child was removed, unless you and the LEA agree to a change of placement as part of the modification of the behavioral intervention plan.

## **Special Circumstances**

Whether or not the behavior was a manifestation of your child’s disability, school personnel may remove a student to an interim alternative educational setting (determined by the child’s IEP Team) for not more than forty five (45) school days, if your child:

- Carries a weapon (see the definition below) to school or has a weapon at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or an LEA;
- Knowingly has or uses illegal drugs (see the definition below), or sells or solicits the sale of a controlled substance, (see the definition below), while at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or an LEA; or
- Has inflicted serious bodily injury (see the definition below) upon another person while at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or an LEA.

## **Definitions**

Controlled substance means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 U.S.C. 812(c)).

Illegal drug means a controlled substance; but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.

Serious bodily injury has the meaning given the term “serious bodily injury” under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code.

Weapon has the meaning given the term “dangerous weapon” under paragraph (2) of the first subsection (g) of section 930 of title 18, United States Code

## **Notification**

On the date it makes the decision to make a removal that is a change of placement of your child because of a violation of a code of student conduct, the LEA must notify you of that decision and provide you with a procedural safeguards notice.

### **CHANGE OF PLACEMENT BECAUSE OF DISCIPLINARY REMOVALS 34 CFR §300.536**

A removal of your child with a disability from your child's current educational placement is a change of placement if:

- The removal is for more than ten (10) school days in a row; or
- Your child has been subjected to a series of removals that constitute a pattern because:
  - a. The series of removals total more than ten (10) school days in a school year;
  - b. Your child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and
  - c. Of such additional factors as the length of each removal, the total amount of time your child has been removed, and the proximity of the removals to one another.

Whether a pattern of removals constitutes a change of placement is determined on a case-by-case basis by the LEA and, if challenged, is subject to review through due process and judicial proceedings.

### **DETERMINATION OF SETTING 34 CFR §300.531**

The individualized education program (IEP) Team determines the interim alternative educational setting for removals that are **changes of placement**, and removals under the sections **Additional Authority** and **Special Circumstances**.

### **APPEAL 34 CFR §300.532**

#### **General**

You may file a due process complaint (see the heading **Due Process Complaint Procedures**) to request a due process hearing if you disagree with:

- Any decision regarding placement made under these discipline provisions; or
- The manifestation determination described above.

The LEA may file a due process complaint (see above) to request a due process hearing if it believes that maintaining the current placement of your child is substantially likely to result in injury to your child or to others.

#### **Authority of Hearing Officer**

A hearing officer that meets the requirements described under the subheading **Impartial Due Process Hearings** must conduct the due process hearing and make a decision. The hearing officer may:

- Return your child with a disability to the placement from which your child was removed if the hearing officer determines that the removal was a violation of the requirements described under the subheading Authority of School Personnel, or that your child's behavior was a manifestation of your child's disability; or
- Order a change of placement of your child with a disability to an appropriate interim alternative educational setting for not more than forty five (45) school days if the hearing officer determines that maintaining the current placement of your child is substantially likely to result in injury to your child or to others.

These hearing procedures may be repeated, if the LEA believes that returning your child to the original placement is substantially likely to result in injury to your child or to others. Whenever you or an LEA files a due process complaint to request such a hearing, a hearing must be held that meets the requirements described under the headings **Due Process Complaint Procedures**, and **Hearings on Due Process Complaints**, except as follows:

- The State Educational Agency or LEA must arrange for an expedited due process hearing, which must occur within twenty **(20) school days** of the date the hearing is requested and must result in a determination within **ten (10) school days** after the hearing.
- Unless you and the LEA agree in writing to waive the meeting, or agree to use mediation, a resolution meeting must occur within seven (7) calendar days of receiving notice of the due process complaint. The hearing may proceed unless the matter has been resolved to the satisfaction of both parties within fifteen (15) calendar days of receipt of the due process complaint.
- A State may establish different procedural rules for expedited due process hearings than it has established for other due process hearings, but except for the timelines, those rules must be consistent with the rules in this document regarding due process hearings.

You or the LEA may appeal the decision in an expedited due process hearing in the same way as for decisions in other due process hearings.

### **PLACEMENT DURING APPEALS 34 CFR §300.533**

When, as described above, you or the LEA file a due process complaint related to disciplinary matters, your child must (unless you and the State Educational Agency or LEA agree otherwise) remain in the interim alternative educational setting pending the decision of the hearing officer, or until the expiration of the time period of removal as provided for and described under the subheading Authority of School Personnel, whichever occurs first.

### **Clinical Support**

Somerset Prep DC has school counselors who provide counseling services for scholars that have IEP counseling goals. In addition, our school counselors offer group and individual counseling services and referrals to community resources for those scholars who need additional support to be successful at school.

Somerset Prep DC has a clinical team comprised of social workers and other mental health professionals who provide behavioral support services to scholars that have Emotional, Social, and Behavioral IEP goals. In addition, our clinical team offers group and individual counseling services and referrals to community resources for those scholars who need additional support to be successful at school. Parents, staff members, and scholars themselves can make referrals to the clinical team, and these referral forms can be found on the school's website or in the main office.

## **Family Engagement**

### **Parental Involvement Policy**

Somerset Prep DC recognizes that parent involvement is vital to achieve maximum educational growth for students. Families are provided multiple opportunities throughout the school year to participate in their child's education, receive updates on their scholar's progress and provide feedback to their school leaders and Somerset Prep DC's Parent Advisory Council (PAC) about their experiences as a Somerset Prep DC family. Somerset Prep DC Title I schools meet with parents to provide information regarding their school's participation in the Title I program and its requirements.

Somerset Prep DC will ensure that such meetings are held at a convenient date and time. All parents of participating scholars shall be invited to attend. Title I funds may be provided for transportation, child care, home visits, or other parental involvement services, as appropriate.

Somerset Prep DC provides opportunities for participation of all parents, including parents with disabilities, parents with limited English proficiency.

Somerset Prep DC will ensure equivalence among schools in teachers, administration, and other staff and in provisions of curriculum materials and instructional supplies. When necessary, Somerset Prep DC provides translations of key documents and translators at family meetings to families that speak a language other than English. Families must let administrator know if they are a family or you know of a family that needs translation services.

Parents shall be informed of their right to be involved in the development of the Somerset Prep DC's parental involvement policy, overall Title I plan, and school-parent compact.

### **Parent Involvement Policy**

A parental involvement policy shall be developed jointly and agreed upon with parents of participating scholars. Somerset Prep DC shall ensure:

1. Involvement of parents in the joint development of the Somerset Prep DC overall Title I plan and the process of school review and improvement.

2. Coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve scholar academic achievement and school performance.
3. Development of activities that promote the schools' and parents' capacity for strong parent involvement.
4. Coordination and integration of parental involvement strategies with appropriate programs.
5. Involvement of parents in the annual planning, distribution of funds, and evaluation of the content and effectiveness of the policy in improving the academic quality of schools served under Title I.
6. Barriers to participation by parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority are identified.
7. Findings of annual evaluations are used to design strategies for more effective parental involvement and to revise, if necessary, the requirements of this policy.
8. Parents are involved in the activities of schools served under Title I and are provided a flexible number of meetings.
9. A minimum of 1 percent of the Title IA allocation will be designated for parental involvement activities. (When applicable) A minimum of 95 percent of these reserved funds shall be distributed to the Title I identified schools.

Somerset Prep DC shall, to the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents of homeless students, and parents of migrant students. Information and school reports will be provided in a format and language parents understand. Somerset Prep DC's policy shall be adopted by the Somerset Prep DC Board of Trustees, reviewed annually, and updated periodically to meet the changing needs of parents and the schools. The parental involvement policy will be distributed to parents of participating scholars in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy will be made available to the local community.

Somerset Prep DC will establish administrative regulations, which include the plan and compact and detail mandatory compliance of all federal and state requirements. The plan and compact will be the working documents, which support the plan in practice.

### **Visitors, Meetings, & Volunteers**

#### **Security Procedures for All Visitors**

The main entrance of the school building shall be used for all exits and entries to the school except in cases of fire or emergency. Anyone found to be violating this rule should be immediately reported to the principal or the school security officer. Parents visiting classrooms will have 15 minutes for the visit and must be accompanied by a staff member of Somerset Prep

DC. Somerset Prep DC reserves the right to end a visit early if the visitor has violated any part of this policy.

Somerset Prep DC uses Access 411 to verify the identification of all visitors. This check will pull information from federal, state, and local criminal justice systems and other systems in accordance with the Sex Offenders Registration Act of 1999. Visitors who are flagged *may* be escorted off of the premises immediately by security or MPD and added to our banned list.

- All visitors must report to the security desk or station to identify themselves and receive a visitor's badge, prior to having access to the building. Proper identification must be presented in order to receive a badge. Proper identification includes a driver's license or other government issued personal identification card, passport, or a current employee identification card from a local or federal government agency or private entity.
- All visitors must sign the school security visitor log. The log shall have appropriate columns so that visitors can provide their name, agency/office, purpose of visit or person they are visiting, times of entry and departure, and badge number if applicable.
- Visitors must follow the instructions provided to them at the security station. As directed by the principal, school security may limit the areas and time during which the visitor may access the building. The scope and duration of the visit will be tied to the purpose of the visit.
- Visitors must wear or display their visitor's badge at all times while on school premises.
- Upon exiting the building, the visitor shall return the visitor's badge to the security station.
- All visitors must sign out on the visitor's log prior to exiting the building.
- All staff members shall relay concerns regarding the presence or conduct of visitors to school security or the principal immediately so that further appropriate action may be taken.

#### PARENT AND GUARDIAN VISITS

Parents and guardians - including educational surrogate parents appointed by the Office of the State Superintendent of Education(OSSE) or the Family Court - are welcome in school for the purposes of meeting with their child's teacher or other school staff, or observing their child's class. However, a parent or guardian's presence in the school must never cause a disruption to the functioning of the school or the instructional program of their child or any other student or in any way compromise the safety or security of the school, its students or staff. A parent or guardian's school visit must also not cause any disruption to the school environment or operations.

Relatives or caretakers, who are not the child's guardian, will be allowed to visit the school if they are accompanied by a parent or guardian or if they have received permission in advance from the child's parent or guardian and the school principal. If a relative or caretaker appears on the emergency contact list for a student, the relative or caretaker may be allowed access to the school to drop the student off or pick the student up.

In the event that a court order, decree or agreement delineates the rights of parents, guardians and/or other relatives with respect to a child, the access that the school may provide to the child must be consistent with that order, decree or agreement. Applicable court orders, decrees or agreements supersede all other provisions of this directive.

When visiting, we ask that parents not congregate in hallways, lobbies, stairwell, and other public areas, or do anything that may disrupt discipline or instruction. Parent visitors should be in the classroom working with their child, silently observing in their child's classroom, volunteering at the request of the school, or in a scheduled conference with school administration or a teacher. It is Somerset Prep DC's expectation that parent and guardian visitors are engaged in activities to support their child's education. If a parent or guardian visitor is not engaged in such activities, they will be asked to leave the building. To limit distractions, visitors may not be accompanied by children during their visit. If any visitor, including parents, engages in disruptive, threatening, or inappropriate behavior while on school property, or towards any Somerset scholar or staff member, the parent visitor will be escorted off of school property, permanently barred from the building, barred from attending Somerset Prep DC events, the police can be called, and a restraining order can be filed. Disruptive, threatening, or inappropriate behavior includes, but is not limited to:

- Endangering the physical safety of another by the use of force or the threat of force
- Engaging in behavior that endangers or threatens to endanger the health, safety, welfare, or morals of others
- Intoxication
- Failure to model and support Somerset Prep DC values
- Interrupting a class while in session
- Refusing to leave a classroom when asked to do so by the teacher
- Being rude to any Somerset staff members
- Speaking to any other scholar that is not their own
- Using profanity or raising of one's voice
- Making threats of bodily harm, violence, or any type of terrorism, bombing, shooting, or murder
- Falsely accusing Somerset staff members
- Refusing to identify oneself to Somerset staff members
- Failure to comply with staff instructions
- Trespassing on school property while school is not in session
- Speaking on a cell phone in public areas of the school

## PARENT MEETINGS

Due to the longer school days and added responsibilities of Somerset Prep DC teachers, parents need to schedule all meetings in advance. Call to schedule a meeting before coming up to school, as the teacher you would like to meet may be teaching or otherwise unavailable.

Parents need to come up to school within 3 school days of a teacher or administrator request for a meeting. If the parent cannot come up to school within 3 school days, or refuses to come up, Somerset Prep DC reserves the right to plan for that individual scholar as needed.

## PARENT ORGANIZATION

All parents are encouraged to participate in the Somerset Prep DC Parent Advisory Council (PAC). The PAC will meet at least quarterly. The mission of the PAC is to support the scholars, teachers, and administration of Somerset Prep DC.

## **Somerset Prep DC Board Of Trustees**

Somerset Prep DC's Board of Trustees provides operational oversight and support Somerset Prep DC. Two parent representatives sit on the Board, and serve as the liaison between Somerset Prep DC families and the board itself.

## **Professionals Visiting School**

### IEP MEETINGS

Visitors may be allowed entry to the school for the purpose of meeting with school staff regarding a scholar who is receiving special education services pursuant to the Individuals With Disabilities Improvement in Education Act of 2004 (IDEA). Such visitors may include: educational advocates, attorneys, guardian ad litem, and evaluators. However, these visitors should only remain in the building for the purpose and duration of their scheduled IEP meeting, and should not be allowed to roam the school or to observe any students in class except for the circumstances described below. The following guidelines shall apply to visitors in the school for special education matters:

- All security procedures must be observed
- Upon arrival to school, the evaluator, educational advocate, or outside observer must report to their designee
- Individuals who are barred from a school but need to participate in an IEP meeting may participate by phone as an option

### CLASSROOM OBSERVATIONS FOR STUDENTS WITH SPECIAL EDUCATION SERVICES

- Classroom observations can be conducted by parents as stated in section above
- Professionals completing evaluations of a student at the school will be allowed to observe the child in the classroom. Individuals with professional experience in the area of special education (not including lawyers representing parents or anyone with a financial interest in litigation) who are designated by the parent may observe a child's current or proposed special education program. Such observations must be scheduled in advance and will be limited to two hours per observation. Observations will end if they cause a disruption.
- All security procedures must be observed.
- All classroom observations must be scheduled prior to the day of arrival at school.

- Prior to observations, any observer must sign and provide to the principal the Confidentiality Agreement.
- The evaluator will be limited to two hours. Extensions are at the discretion of Somerset Prep DC and must be requested in advance.
- The evaluator must act in such a manner that allows the regular school program to continue during the observation by refraining from engaging the attention of the teacher or students through conversation or other means.
- The evaluator may be accompanied by Somerset Prep DC personnel at the discretion of Somerset Prep DC.
- In all instances of professionals visiting the school for special education matters, an appointment should be made with the relevant school staff person or an IEP meeting should be previously arranged and notice issued to all relevant attendees.
- School staff persons are under no obligation or requirement to meet with an attorney, educational advocate, or observer or to allow them access to the school, if prior arrangements have not been made and agreed upon.
- Professionals visiting the school for special education matters shall have no direct interaction with scholars, including the scholar who is the subject of the observation.
- No individual observing is permitted to take pictures or recordings of any kind during their observation.

#### GUARDIAN AD LITEM ATTORNEYS AND SOCIAL WORKERS

Guardian ad litem attorneys and social workers may observe a class if they present a court order which indicates that they be permitted to do so. All guardian ad litem attorneys and social workers must provide a valid court document demonstrating their relationship as a guardian ad litem or social worker for a particular child. The court document should be signed by a judge, indicate the scholar's name, and be dated within one calendar year of the visit. Somerset Prep DC reserves the right to change this policy without notice to parties affected.

#### LOCAL, STATE AND FEDERAL POLICE OFFICERS/INVESTIGATORS AND INVESTIGATORS FROM THE DC OFFICE OF THE INSPECTOR GENERAL (OIG)

Somerset Prep DC will make every effort to cooperate with law enforcement and permit them access to the school but must also ensure that there are no disruptions to the school environment or to class instruction unless absolutely necessary.

- Police officers and government investigators must show their badge and identification at the security station. They must then be directed to the main office to speak with a principal or a designee.
- If the police have come to the school to handle an emergency situation, they shall be given complete authority to resolve the situation and all school staff must provide any necessary support.
- If the police have come to question a scholar regarding a criminal matter, the police must first obtain consent from the scholar's parent, if the scholar is under 18. The principal or a designee can contact the scholar's parent to receive consent for the police to talk to the scholar or to allow the parent time to come to

school to participate in the interview. If the interview itself concerns the parent/guardian no consent will be obtained.

- If the police wish to receive documents, the principal or a designee will release any educational records or other scholar data.
- If the police have come to the school to investigate a matter and wish to speak with school staff, the principal and all school staff should cooperate and answer any questions, as long as no undue disruptions are caused to the school environment or to class instruction.

#### ATTORNEYS FROM UNITED STATES ATTORNEY'S OFFICE (USAO), OR THE OFFICE OF THE ATTORNEY GENERAL OF THE DISTRICT OF COLUMBIA(OAG), PUBLIC DEFENDER SERVICE, AND PRIVATE ATTORNEYS, ADVOCATES OR REPRESENTATIVES

- All attorneys must show their badge and identification at the security station. They must then be directed to the main office to speak with a principal or a designee.
- If an attorney from OAG or USAO has come to question a scholar regarding a matter, the attorney must first obtain consent from the scholar's parent, if the scholar is under 18. The principal or a designee can contact the scholar's parent to receive consent for the attorney to talk to the scholar or to allow the parent time to come to school to participate in the interview, but is not required to do so.
- If any attorney wishes to receive documents, the principal or a designee will release any educational records or other student data.
- If an attorney from OAG or USAO has come to the school to investigate a matter and wishes to speak with school staff, the principal and all school staff should cooperate and answer any questions, as long as no undue disruptions are caused to the school environment or to class instruction.
- If any attorney (or an attorney's investigator or process server) wants to serve a subpoena on Somerset Prep DC or a Somerset Prep DC employee, the attorney shall be instructed to serve the subpoena in a private location.
- For attorneys from the Public Defender Service (PDS), and Private Attorneys (and their investigators and process servers), the following shall apply:
  - Under no circumstances should these types of attorneys have any direct interaction with scholars.
  - School staff may cooperate with these attorneys in the investigation of a matter, but are not required to do so unless a valid subpoena has been issued against a particular staff person. School staff must ensure that any cooperation causes no disruptions to the school environment or to class instruction.
  - School staff should seek counsel guidance before cooperating with PDS and/or private attorneys in any matter.

#### **Concerns, Complaints, and Grievances**

A quality educational program for students at Somerset Prep DC can be achieved best by all individuals working together harmoniously. There will be times, however, when an individual may feel the need to file a complaint.

When complaints or concerns occur, they should be resolved at the school or at the lowest possible administrative level through an informal process of cooperative agreement among the affected individuals. However, when the informal process fails to provide resolution, an individual is entitled to file a formal complaint and seek a review of any administrative decisions made by school system staff members. Complaints and concerns should be initially directed to the following individuals (not necessarily in this order):

- Teacher
- Assistant Principal
- Principal

In some cases:

- Director of Scholar Support
- Director of Operations and Compliance

Although the first step in resolving concerns is usually taken at the local school, the Board of Trustees is available if you have a general inquiry or need assistance. Somerset's Board of Trustees can be reached at [board@somersetprepd.org](mailto:board@somersetprepd.org).

### Formal Complaints

When a concern or complaint is not resolved through the informal process, you may initiate the formal complaint process outlined below.

The first step in the formal process is to send an email to [complaints@somersetprepd.org](mailto:complaints@somersetprepd.org) detailing the description of your complaint. You may attach supportive information to the email. Keep a copy of the email and any attachments.

When your complaint form is received at the school, the principal or designee should contact you within three (3) school days to establish the date, time and place of a meeting to discuss your concern, if such a meeting has not already occurred. Usually, this meeting will take place within ten (10) school days.

Within 10 school days of receipt of the written complaint, or this meeting, if any, the principal should respond to you in writing with a decision.

Sometimes a complaint or its resolution may be too complicated or, for other reasons, cannot be decided within 10 school days. In such cases, the principal will contact you within the first 10 days and arrange for an extension of the decision for no more than an additional 10 workdays.

**If you are not satisfied with the resolution:**

If you are not satisfied with the written decision, or if you do not receive a reply to your formal complaint within the specified time, you may request that your complaint be considered by a Somerset Board Member. You must file your request for review within 15 calendar days of the principal's response or the date when a decision was to have been made to [board@somersetprecdc.org](mailto:board@somersetprecdc.org).

A member of the Board will respond, using a procedure and time limits similar to those followed by the principal or designee, as follows: (a) a meeting may be arranged within 7 work days; (b) a resolution on the review within 10 work days after the meeting, if any; and (c) an extension of an additional 10 work days if the matter is unusually complicated or otherwise requires additional time. The Board Member may respond by phone or in writing.

**Calendar & Scheduling**

**CALENDAR**

Somerset Prep DC's calendar is distributed annually during the summer and some common important dates are outlined at the beginning of this handbook. Please be sure to refer to your school calendar for all important dates for your school.

**HOURS**

Somerset Prep DC have both a regular day and evening afterschool programming. The regular day is from 8:30 AM to 4:00 PM. Afternoon activities will generally take place between 4-6 PM. Somerset Prep DC reserves the right to determine a scholar ineligible for any afterschool programming. Scholars in afterschool programming may be supervised by professionals directly employed with Somerset Prep DC.

**SNOW AND INCLEMENT WEATHER POLICIES 90 minute DELAY**

- Somerset Prep DC will open at 10:00 AM for 90 minute delay

**EMERGENCY SCHOOL CLOSINGS**

- If DCPS is closed, Somerset Prep DC will generally be closed. Refer to information below on ways to ensure that Somerset Prep DC is either open or close.
- If Somerset Prep DC needs to open, close, delay, or close early when DCPS does not, we reserve the right to do so. Please watch channels 8, FOX 5, NBC 4, WJLA, ABC 7, and Somerset's Facebook and Twitter accounts for Somerset Prep DC closings, and keep your contact information up to date so you receive robo-calls.

## EMERGENCY EARLY DISMISSAL

- If DCPS has an early dismissal: Somerset Prep DC may not dismiss at the same time as DCPS. Call 202-652-9179 to get current closing information. Robo-calls will be sent out as well.
- For early dismissal, all regular bus riders will take the bus unless we receive directions from a parent or guardian telling us otherwise.
- Walkers will be sent home immediately.
- Carpool riders will wait at school until they are picked up in a timely fashion.

## EMERGENCY INFORMATION LINE

If you do not know whether we are delayed, closed, or open during inclement weather, please listen to the recorded message at 202-652-9170. We will also send out robo-calls.

## EMERGENCY PLAN

- Somerset Prep DC has monthly drills (two within first two weeks of school) to practice safe, speedy, and calm evacuations of the building in the case of an emergency. If you are in the building at the time of an emergency, please be aware of our safety procedures.

## **Health, Safety, & Security**

### **Health, Medication, & Child Welfare**

Somerset Prep DC strongly encourages families to dispense both temporary and maintenance medications outside of school hours. Ask your physician for a medication schedule that will accomplish this. In those few cases where this is not possible, please bring in the medication to the school medical staff. The medication needs to be in the original container with the appropriate prescription label and the appropriate Student Health Authorization for Administration of Medication Form. We store the medicine in a secure location. We will administer the medication from a private and designated office. Please be aware the medication cannot travel back and forth to school – once it's given to us for your child's use, it must remain with us until it needs to be refilled. Therefore, we strongly encourage you to ask for two separate prescriptions when at the doctor's office with your child. Scholars are not allowed to have medication (prescription or non-prescription) of any kind in their possession at school. Scholars who have asthma or issues with anaphylaxis may benefit from a plan. Please contact the school medical staff for the appropriate form for your physician. For further information on medication administration, please contact the school.

Our scholar's safety is our first priority at Somerset Prep DC. Because schools are mandated reporters of child abuse and neglect, we will call the Child and Family Services Child Abuse and Neglect Hotline and/or ChAMPS if:

- A scholar tells a staff member that they are being abused at home, there is drug use in the home, have been sexually abused, are engaging in child pornography or prostitution, have witnessed domestic abuse, are being threatened at home, or don't want to go home because they are afraid.
- A scholar threatens suicide or threatens to kill or seriously harm another person.
- A staff member sees physical signs of abuse such as bruises, burns, fractures, etc...
- A staff member notices signs of neglect including lack of basic food and clothing, inappropriate hygiene, lack of appropriate supervision, lack of medical treatment, or the child is residing in an inappropriate or dangerous environment.
- A scholar is engaging in risky behavior (including sexual behavior, drug use, etc...) and the parents are not able to or unwilling to intervene.
- A scholar has 10 or more unexcused absences or an extreme tardy problem.
- A scholar is being kept from school to care for family members or to do chores or work around the house.
- A scholar is not attending school because they are holding a job.
- Parents are repeatedly not returning phone calls, responding to notes or letters home, or are not coming up to school for meetings.
- Parents have withdrawn a student and fail to provide documentation of enrollment in another education institution within 10 days.

## **Physical Education**

The purpose of physical education (PE) is to provide your child with a short break, fresh air, and informal participation in positive social and physical activities. PE may be held outside, except in extreme weather conditions, but primarily in the gymnasium. You are expected to ensure that your child is dressed appropriately for the weather, if applicable. Parent requests for inside recess during cold weather impose a serious supervision problem, as teachers must be outside with the children. If there is a medical reason your child may not participate, please contact the PE teacher and grade level administrator.

## **Bathroom Policy**

### Information for All Grades

Scholars are allowed to use the bathroom at the teacher's discretion. Scholars must use the closest bathroom to their classroom and may not use a further bathroom because of personal preference. Scholars can be put on a bathroom plan if they are abusing their bathroom privileges. We ask parents to notify the school if their child has unique needs regarding use of the restroom.

\*The middle and high school reserve the right to establish norming procedures for things such as bathroom use (e.g. raise hand in a fist).

## Meals and Healthy Eating

Somerset Prep DC participates in the National School Lunch Program (NSLP), School Breakfast Program and Healthy Schools Act. Somerset Prep DC provides high quality, nutritionally balanced meals that meet the USDA guidelines for healthy school meals. Scholars are encouraged not to bring unhealthy treats and snacks into school. Only snack size chips are allowed to be eaten during lunch. Outside foods (i.e. food ordered through Uber Eats, food delivered by parent, relative, friend, associate, or delivery driver), outside of a dietary/medical need, will be confiscated and discarded after the first offense.

*Candy* is not allowable in the school at all. All candy will be confiscated and discarded after the first offense.

*Open containers* (i.e. open water bottle, juice, soda, or any other variation thereof) are not allowed in the school at all. All open containers will be confiscated and discarded on the first offense.

Celebrations

Due to allergies, religious beliefs, and other values of other scholars and parents, Somerset Prep DC **does not** allow parents, friends, and relatives to bring in celebratory food (e.g. cupcakes and cake) for scholars. Parents, friends, and relatives will be stopped at the security checkpoint.

\*\*Somerset Prep DC will not be held liable for **confiscated and discarded** food that is not in accordance with our policy or the NSLP.

## Security

Somerset Prep DC employs the services of security at the school. Scholars will be searched during arrival and during times of reportedly having contraband, to include items not belonging to the scholar, and exhibiting behaviors of being under the influence or appearing to be under the influence to include the smell.

## Legally Mandated Notifications

Notice of Non-Discrimination

Somerset Prep DC does not discriminate on the basis of race, color, national origin, sex, disability, age, religion, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, political affiliation, or source of income in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

Anyone having inquiries concerning Somerset Prep DC's nondiscrimination policy or who wish to file a complaint alleging discrimination by Somerset Prep DC should contact:

Mr. Bullock  
Title IX Coordinator  
202-562-9170

Mr. Parker  
Section 504 Coordinator  
202-562-9170

Ms. Poole  
Nondiscrimination Coordinator  
202-562=9170

Any person who believes that Somerset Prep DC has discriminated on the basis of race, color, national origin, sex, disability, age, religion, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, political affiliation, or source of income, or otherwise may submit a complaint pursuant to Somerset Prep DC's Grievance Procedures. A copy of the grievance procedures can be obtained by request through the individual(s) identified above.

### **Nondiscrimination Grievance Process**

Somerset Prep DC is committed to providing the best possible conditions for its scholars and employees. Part of this commitment is encouraging an open and frank atmosphere in which any problem, complaint, suggestion or question receives a prompt and equitable response from the school administrators.

Somerset Prep DC strives to ensure fair and honest treatment of all scholars. Everyone is expected to treat each other with mutual respect. Any person who believes that Somerset Prep DC has discriminated on the basis of race, color, national origin, sex, disability, age, religion, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, political affiliation, source of income, or otherwise may submit a complaint pursuant to this process. No person will be retaliated against or penalized formally or informally, for voicing a complaint with Somerset Prep DC in a reasonable, business-like manner or for participating in the investigation of a complaint pursuant to the grievance procedure.

The grievance procedures outlined below establish how complaints will be investigated and resolved. These grievances procedures are intended to provide for a prompt and equitable

resolution of complaints. These grievances procedures may be used by employees, scholars, parents, or third parties. These grievances procedures do not bar individuals from filing claims in other forums to the extent permitted by state or federal law.

Somerset Prep DC encourages individuals to discuss their concerns with appropriate school officials before resorting to a formal complaint. However, individuals are not required to do so before filing a formal complaint.

A formal complaint may be filed by following the steps outlined below:

### Step 1

Within 90 days of the alleged discrimination or harassment, written notice of the complaint must be filed with Mr. Bullock, Title IX Coordinator or Ms. Poole, Nondiscrimination Coordinator, 3301 Wheeler Road SE Washington, DC 20032, 202-562-9170. If the complaint is being made against Mr. Bullock or Ms. Poole, the complaint can be submitted directly to the Principal, who will designate an appropriate individual to investigate the complaint. The written notice must include the nature of the complaint, the date(s) of the occurrence, the desired result, and must be signed and dated by the person making the complaint.

Upon receipt of the written notice of the complaint, the designated individual to whom the complaint was submitted will immediately initiate an adequate, reliable and impartial investigation of the complaint. Each investigation will include, as necessary, interviewing witnesses, obtaining documents and allowing parties to present evidence. All documentation related to the investigation will remain confidential.

Within thirty (30) business days of receiving the written notice of the complaint, the individual investigating the complaint will respond in writing to the complaint. The response will summarize the course and outcome of the investigation, and identify an appropriate resolution, if, as a result of the investigation, it is determined that discrimination or harassment have occurred, appropriate corrective and remedial action will be taken.

### Step 2

If the complainant wishes to appeal the decision from Step 1, he/she may submit a signed statement of appeal to the Principal, within ten (10) business days after receipt of the response. If the complaint is being made against the Principal, the appeal can be submitted to the Board of Trustees who will designate an appropriate individual to address the appeal. The Principal, or designee, will review all relevant information and meet with the parties involved, as necessary. Within twenty-one (21) business days of receiving the statement of appeal, the Principal, or

designee, will respond in writing to the complaint summarizing the outcome of the appeal and any corrective or remedial action to be taken.

### Step 3

If the complainant is not satisfied with the decision of the Principal or designee he/she may appeal through a signed written statement to the school Board of Trustees within ten (10) business days of the receipt of the Principal or designee's response. A statement of appeal to the Board may be submitted to the Principal who will provide the statement to the Board. In an attempt to resolve the grievance, the Board shall review all relevant information and meet with the concerned parties and their representatives within thirty (30) days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within fifteen (15) business days of this meeting.

Grievants also have the right to file a complaint with the Office for Civil Rights by: (1) mailing the complaint to Director, District of Columbia Office, Office for Civil Rights (OCR), U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-1475; (2) faxing it to (202) 453-6021; or (3) filing it electronically at: [www.ed.gov/ocr/complaintprocess.html](http://www.ed.gov/ocr/complaintprocess.html). For more information, you can contact OCR at (202) 453-6020 (voice), (877) 521-2172 (TDD), or [ocr.dc@ed.gov](mailto:ocr.dc@ed.gov).

### **Every Student Succeed Act**

The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015, and represents good news for our nation's schools. This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation's national education law and longstanding commitment to equal opportunity for all students.

The new law builds on key areas of progress in recent years, made possible by the efforts of educators, communities, parents, and students across the country.

The previous version of the law, the No Child Left Behind (NCLB) Act, was enacted in 2002. NCLB represented a significant step forward for our nation's children in many respects, particularly as it shined a light on where students were making progress and where they needed additional support, regardless of race, income, zip code, disability, home language, or background. The law was scheduled for revision in 2007, and, over time, NCLB's prescriptive requirements became increasingly unworkable for schools and educators. Recognizing this fact, in 2010, the Obama administration joined a call from educators and families to create a better law that focused on the clear goal of fully preparing all students for success in college and careers.

### **Technology Acceptable Use Policy & Internet Safety**

## Computer & Internet Acceptable Use Agreement

Somerset Prep DC adheres to the federal requirements and guidelines stipulated under TITLE XVII--CHILDREN'S INTERNET PROTECTION ACT (CIPA). Visit <http://www.ifea.net/cipa.html> to view this document in its entirety.

### **Computer/Internet Safety Policy**

Somerset Prep DC recognizes the value of computer and other electronic resources to improve student learning and enhance the administration and operation of its schools. To this end, Somerset Prep DC encourages the responsible use of computers; computer networks, including the Internet; and other electronic resources in support of the mission and goals of Somerset Prep DC .

Because the Internet is an unregulated, worldwide vehicle for communication, information available to staff and students is impossible to control. Therefore, Somerset Prep DC adopts this policy governing the voluntary use of electronic resources and the Internet in order to provide guidance to individuals and groups obtaining access to these resources on Somerset Prep DC owned equipment or through Somerset Prep DC-affiliated organizations.

#### *Somerset Prep DC Rights and Responsibilities*

It is the policy of Somerset Prep DC to maintain an environment that promotes ethical and responsible conduct in all online network activities by staff and students. It shall be a violation of this policy for any employee, student, or other individual to engage in any activity that does not conform to the established purpose and general rules and policies of the network. Within this general policy, Somerset Prep DC recognizes its legal and ethical obligation to protect the well-being of students in its charge. To this end, Somerset Prep DC retains the following rights and recognizes the following obligations:

1. To log network use and to monitor fileserver space utilization by users, and assume no responsibility or liability for files deleted due to violation of fileserver space allotments.
2. To remove a user account on the network.
3. To monitor the use of online activities. This may include real-time monitoring of network activity and/or maintaining a log of Internet activity for later review.
4. To provide internal and external controls as appropriate and feasible. Such controls shall include the right to determine who will have access to Somerset Prep DC owned equipment and, specifically, to exclude those who do not abide by the Somerset Prep DC's acceptable use policy or other policies governing the use of school facilities, equipment, and materials. Somerset Prep DC reserves the right to restrict online destinations through its firewall or other means.
5. To provide guidelines and make reasonable efforts to train staff and students in acceptable use and policies governing online communications.

Somerset Prep DC's policy of Internet safety is enforce and includes measures to block or filter Internet access for both minors and adults to certain visual depictions. These include visual depictions that are:

- obscene,
- Child pornography, or, with respect to use of computers with Internet access by minors,
- Harmful to minors.

An authorized person must be able to disable the blocking or filtering measure during any use by an adult to enable to access for bona fide research or other lawful purpose.

### **Educational Purpose**

Somerset Prep DC's Internet system has a limited educational purpose. Activities that are acceptable include classroom activities, career development, and high-quality personal research. You may not use Somerset Prep DC's network for entertainment purposes (except for those periods of time that the school has designated as "open access"--when school is not in session).

Somerset Prep DC has the right to place reasonable restrictions on the material you access or post through the system. You are expected to follow the rules set forth in Somerset Prep DC's disciplinary code and the law in your use of the network.

Pursuant to Federal law, scholars shall receive education about the following:

1. Maintaining safety and security while using the Internet;
2. the dangers inherent with the online disclosure of personally identifiable information;  
and,
3. the consequences of other unlawful or inappropriate activities by scholars online.

The Information Technology Coordinator is responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines.

### **Internet Management**

Embracing the Internet as a critical and essential component in today's world is essential if our scholars are to become functional members of society. The benefits attained by the advancement of technology bring with it associated costs and a wide range of risks, in particular, the expose of scholars to inappropriate material and people.

As part of our commitment to Internet security Somerset Prep DC content filter using Sonicwall content filter and Firewall, as well as Netref device monitoring system with the ability to block objectionable material and captures the window when questionable material is accessed.

### **Scholar Internet Access**

The World Wide Web is a global database system providing access to information from around the world. Scholars may have access to Web information resources through their classroom, personal device, or school computer lab.

Email is an electronic mail system, which allows scholars to communicate one to one with people throughout the world. Scholars may, under teacher supervision, establish web email accounts through the Somerset Prep DC network. Somerset Prep DC scholars should not expect that these email accounts are private or unmonitored.

## **Unacceptable Use**

The following uses of the Somerset Prep DC Internet system are considered unacceptable:

1. Giving out personal information about another person, including home address and phone number, is strictly prohibited.
1. Any use of the network for commercial or for-profit purposes is prohibited.
2. Excessive use of the network for personal business shall be cause for disciplinary action.
3. Any use of the network for product advertisement or political lobbying is prohibited.
4. Users shall not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or misrepresent other users on the network.
5. No use of the network shall serve to disrupt the use of the network by others. Hardware and/or software shall not be destroyed, modified, or abused in any way.
6. Malicious use of the network to develop programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system is prohibited.
7. Hate mail, chain letters, harassment, discriminatory remarks, and other antisocial behaviors are prohibited on the network.
8. The unauthorized installation of any software, including shareware and freeware, for use on Somerset Prep DC computers is prohibited.
9. Use of the network to access or process pornographic material, inappropriate text files (as determined by the system administrator or Somerset administration), or files dangerous to the integrity of the local area network is prohibited.
10. Somerset Prep DC network may not be used for downloading entertainment software or other files not related to the mission and objectives of Somerset Prep DC for transfer to a user's home computer, personal computer, or other media. This prohibition pertains to freeware, shareware, copyrighted commercial and non-commercial software, and all other forms of software and files not directly related to the instructional and administrative purposes of the Somerset Prep DC.
11. Downloading, copying, otherwise duplicating, and/or distributing copyrighted materials without the specific written permission of the copyright owner is prohibited, except that duplication and/or distribution of materials for educational purposes is permitted when

such duplication and/or distribution would fall within the Fair Use Doctrine of the United States Copyright Law (Title 17, USC).

12. Use of the network for any unlawful purpose is prohibited.
13. Use of profanity, obscenity, racist terms, or other language that may be offensive to another user is prohibited.
14. Playing games is prohibited unless specifically authorized by a teacher for instructional purposes.
15. Establishing network or Internet connections to live communications, including voice and/or video (relay chat), is prohibited unless specifically authorized by the system administrator.

### **Penalties for Improper Use**

The use of Somerset Prep DC technology is a privilege, not a right, and misuse will result in the restriction or cancellation of the account. Misuse may also lead to disciplinary and/or legal action for both students and employees, including suspension, expulsion, dismissal from employment, or criminal prosecution by government authorities. Somerset Prep DC will attempt to tailor any disciplinary action to the specific issues related to each violation

### *Disclaimer*

1. Somerset Prep DC cannot be held accountable for the information that is retrieved via the network.
2. Pursuant to the Electronic Communications Privacy Act of 1986 (18 USC 2510 et seq.), notice is hereby given that there are no facilities provided by this system for sending or receiving private or confidential electronic communications. System administrators have access to all mail and will monitor messages. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.
3. Somerset Prep DC will not be responsible for any damages you may suffer, including loss of data resulting from delays, non-deliveries, or service interruptions caused by our own negligence or your errors or omissions. Use of any information obtained is at your own risk.
4. Somerset Prep DC makes no warranties (expressed or implied) with respect to:
  - the content of any advice or information received by a user, or any costs or charges incurred as a result of seeing or accepting any information; and
  - Any costs, liability, or damages caused by the way the user chooses to use his or her access to the network.
5. Somerset Prep DC reserves the right to change its policies and rules at any time.

### **Intentional/Malicious Damage to School Property**

Somerset Prep DC strives to provide scholars with one to one computing privilege and it is the responsibility of the scholar to properly treat and handle issued electronic devices with utmost care. Scholars will be held responsible if they are found to maliciously damage these devices

while in their care. Parent/Guardian may be required to replace or pay for the cost to fix or replace damaged devices. Common damages and cost allocations are as follows:

Cracked computer screen costs \$150.00 to repair

Damaged keys costs \$50.00 to repair

Damaged charging port costs \$75.00 to repair

Liquid Damage costs \$200.00 to repair

All other damages will be reviewed and repair cost assessed accordingly.

## **Personal Safety and Personal Privacy**

You will not post personal contact information about yourself. Personal contact information includes, but is not limited to, your address, telephone number, school address, and home address. This information may not be provided to an individual, organization, or company, including through e-mail or through websites that solicit personal information, social networking websites, or internet chat rooms. You will not agree to meet with someone you have met online. You will promptly disclose to your teacher or other school employee any message you receive that is inappropriate or makes you feel uncomfortable or unsafe, including any instances of cyberbullying.

## **Illegal Activities**

You will not attempt to gain unauthorized access to the Somerset Prep DC network or to any other computer system through the network or go beyond your authorized access. This includes attempting to log in through another person's account or access another person's files. You will not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses or by any other means. You will not use the network to engage in any other illegal act, including, but not limited to, arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, or threatening the safety of another person.

## **System Security**

You are responsible for your individual account and must take all reasonable precautions to prevent others from being able to use your account. Under no conditions should you provide your password to another person. You will immediately notify a teacher or the system administrator if you have identified a possible security problem. Do not go looking for security problems, because this may be construed as an illegal attempt to gain access. You will avoid the inadvertent spread of computer viruses by following the virus protection procedures. No

software is to be downloaded on the computer systems at any time without the explicit consent of the system administrator.

### **Inappropriate Online Behavior**

Restrictions against inappropriate online behavior apply to all public messages, private messages, and material posted through e-mail or on all websites, including, but not limited to, social networking websites and internet chat rooms.

You will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language while online at any websites.

You will not post information on any websites that could cause damage or a danger of disruption.

You will not engage in personal attacks or cyber-bullying, including prejudicial or discriminatory attacks.

You will not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If you are told by a person to stop sending him or her messages, you must stop immediately.

You will not knowingly or recklessly post false or defamatory information about a person or organization on any websites.

### **Respect for Privacy**

You will not transmit via e-mail or re-post on any website a message that was sent to you privately without permission of the person who sent you the message. You will not transmit or post private information, including personal contact information, about another person through e-mail or on any websites.

### **Respecting Resource Limits**

You will use the internet system only for educational and career development activities and limited, high-quality, self-discovery activities. You will not download large files to the computer desktop. You will not post chain letters or engage in "spamming". Spamming is sending an annoying or unnecessary message to a large number of people.

You will check your e-mail frequently, and delete unwanted messages promptly. You will subscribe only to high quality discussion group mailing lists that are relevant to your education or career development.

### **Plagiarism**

Somerset Prep DC holds a high standard of academic excellence. You will not plagiarize works that you find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were yours.

### **Copyright**

You will respect the rights of copyright owners. Copyright infringement occurs when you inappropriately reproduce a work that is protected by a copyright. If a work contains language that specifies appropriate use of that work, you should follow the expressed requirements. If you are unsure whether or not you can use a work, you should request permission from the copyright owner. If you have questions, ask a teacher.

### **Inappropriate Access to Material**

You will not access material that is designated for adults only or is profane or obscene (pornography), that advocates illegal or dangerous acts, or that advocates violence or discrimination towards other people (hate literature).

If you mistakenly access inappropriate information, you should immediately tell your teacher. This will protect you against a claim that you have intentionally violated this Policy. Your parents or guardians should instruct you if there is additional material that they think it would be inappropriate for you to access. The school fully expects that you will follow your parent's or guardian's instructions in this matter.

### **Disciplinary Actions**

The Somerset Prep DC Internet system is a limited forum; therefore the school may restrict your speech for valid educational reasons. The school will not restrict your speech on the basis of a disagreement with the opinions you are expressing.

You should expect only limited privacy in the contents of your personal files or record of Web research activities. Routine maintenance and monitoring of the network may lead to discovery that you have violated this Policy, the school disciplinary code, or the law. An individual search will be conducted if there is reasonable suspicion that you have violated this Policy, the Somerset Prep DC disciplinary code, or the law.

The principal and the system administrator have the right to eliminate any expectation of privacy by providing notice to the scholars. Your parents have the right to request to see the contents of your email files.

Somerset Prep DC will cooperate fully with local or federal officials in any investigation related to any illegal activities conducted through the school network.

In the event there is a claim that you have violated this Policy or the school disciplinary code in your use of the network, you will be provided with a written notice of the suspected violation and an opportunity to be heard in the manner set forth in the Somerset Prep DC disciplinary code.

### **Limitation of Liability**

The school makes no guarantee that the functions or the services provided by or through the Somerset Prep DC Internet system will be error-free or without defect. Somerset Prep DC will not be responsible for any damage you may suffer, including but not limited to, loss of data or interruptions of service. Somerset Prep DC is not responsible for the accuracy or quality of the information obtained through or stored on the system.

The school will not be responsible for financial obligations arising through the unauthorized use of the system. Your parents can be held financially responsible for any harm to the system as a result of intentional abuse. The Legal and Educational Analysis of Internet Use policy upon which this model policy is based is available at <https://fcit.usf.edu/internet/chap2/chap2.htm>.

### **Notification of Rights Under FERPA**

The Family Educational Rights and Privacy Act (FERPA) affords parents and scholars over 18 years of age ("eligible scholars") certain rights with respect to the scholar's education records. These rights are:

- (1) The right to inspect and review the scholar's education records within 45 days of the day the School receives a request for access. Parents or eligible scholars should submit to the School front office [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible scholar of the time and place where the records may be inspected.
- (2) The right to request the amendment of the scholar's education records that the parent or eligible scholar believes are inaccurate. Parents or eligible scholars may ask the School to amend a record that they believe is inaccurate. They should write the Director of Operations and Compliance, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible scholar, the School will notify the parent or eligible scholar 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 or eligible scholar when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the scholar's education records, except to the extent that FERPA authorizes disclosure without consent.

(a) One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School 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 the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or scholar serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

(b) A school official has a legitimate interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School 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

### **Notification of Rights Under PPRA**

The Protection of Pupil Rights Amendment (PPRA) affords certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

**Consent** before scholars are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole, or in part, by a program of the U.S. Department of Education (ED)

1. Political affiliations or beliefs of the scholar or scholar's parent;
2. Mental or psychological problems of the scholar or scholar's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with who respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the scholar or parents; or
8. Income, other than as required by law to determine program eligibility.

***Receive notice an opportunity to opt a scholar out of***

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a scholar, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information obtained from scholars for marketing or to sell or otherwise distribute the information to others.

***Inspect***, upon request and before administration or use

1. Protected information surveys of scholars;
2. Instruments used to collect personal information from scholars for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a scholar who is 18 years old or an emancipated minor under State law. Somerset Prep DC has developed and adopted policies as well as arrangements to protect scholar privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Somerset Prep DC will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Somerset Prep DC will also directly notify, such as through U.S. Mail or email, parents of scholars who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. Somerset Prep DC will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

*Parents who believe their rights have been violated may file a complaint with:*

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

## **Education of Homeless Children & Youth Program**

### **Educational Rights Public Notice**

The mission of the Education of Homeless Children and Youth Program is to ensure free, appropriate, public educational opportunities for homeless children and youths; to provide technical assistance to schools, shelters and the community; and to heighten awareness of homeless issues. Home children and youth should have equal access to the same educational opportunities and services as non-homeless children and youth. In addition, homeless children and youth should have the opportunity to meet the same challenging academic achievement standards to which all scholars are held pursuant to McKinney-Vento Homeless Assistance Act federal law.

### **What is the definition of homeless children and youth?**

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

### **Can a homeless child enroll in school?**

**Yes.** The child may continue enrollment in the school of origin for the duration of homelessness. The school is the one the child attended prior to becoming homeless or the school in which the child was last enrolled. The child may also enroll in the school for the attendance area where he or she is living temporarily. If a dispute arises over school selection or enrollment, the school must immediately enroll the homeless scholar in the school, pending resolution of the dispute. If the local school cannot resolve the dispute, the school must follow the Dispute Resolution Process, not to exceed fifteen (15) days. The local school must provide the parent, guardian or unaccompanied youth a written statement of the school placement decision and the appeal rights.

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

The Education of Homeless Children and Youth Program has been designed to assist children and youth who are experiencing homelessness and their families regarding educational issues. If a homeless child or youth is experiencing difficulty in enrolling in school, please contact Somerset Prep DC's Homeless Liaison at 202-562-9170.

Parents may also call the Education of Homeless Children and Youth Office at (202) 741-0470.

### **What services are provided by the Homeless Children and Youth Program?**

The Homeless Children and Youth Program provides the following services: transportation assistance; dispute resolution; emergency school enrollment assistance; special projects; Homeless Awareness Month; staff development; and interagency collaboration.

In accordance with Federal law and U.S. Department of Agriculture (USDA) policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability.

To file a complaint, alleging discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue SW, Washington, DC 20250-9410 or call, toll free, (866) 632-9992 (Voice). TDD users can contact USDA through local relay or the Federal Relay at (800) 877-8339 (TDD) or (866) 377-8642 (relay voice users). USDA is an equal opportunity provider and employer. Also, the District of Columbia Human Rights Act, approved December 13, 1977 (DC Law 2-38; DC Official Code §2-1402.11(2006), as amended) States the following:

- It shall be an unlawful discriminatory practice to do any of the following acts, wholly or partially for a discriminatory reason based upon the actual or perceived: race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, family responsibilities, genetic information, disability, matriculation, or political affiliation of any individual. To file a complaint alleging discrimination on one of these bases, please contact the District of Columbia's Office of Human Rights at (202) 727-2545.

### **Asbestos Management Information**

This information is provided as partial fulfillment of AHERA (Asbestos Hazard Emergency Response Act) rules requiring annual notification of workers and building occupants or their legal guardians of inspections, response actions, and post response action activities, including periodic re-inspection and surveillance activities that are planned or in progress.

A periodic surveillance of asbestos containing materials is performed in the building. This is done to ensure that asbestos containing materials are maintained in good condition.

A copy of the AHERA Management Plan is available in the office of the school. If you have any questions regarding asbestos, please call the school.

**Formal Acknowledgement of 2018-2019 Scholar & Parent Handbook & Notifications  
Receipt and Review**

We, the undersigned, understand that this handbook contains important information for parents, guardians and scholars. We acknowledge that we have received a copy of the **2018-2019** Somerset Prep DC Scholar & Parent Handbook. We are aware that this handbook contains information and policies for our review. We have reviewed the information and policies contained in this handbook. \_\_\_\_\_(scholar initial) \_\_\_\_\_(parent initial)

We understand that all scholars will be held accountable for their behavior and that failure to abide by the guidelines for scholar behavior can result in the discipline outlined in this handbook. \_\_\_\_\_(scholar initial) \_\_\_\_\_(parent initial)

We understand further that failure to return this acknowledgement form does not excuse any individual from complying with the Scholar & Parent Handbook, Somerset Prep DC policies, regulations, and guidelines. \_\_\_\_\_(scholar initial) \_\_\_\_\_(parent initial)

We are aware that Somerset Prep DC reserves the right at any time to amend or to add to the policies, regulations and guidelines contained or referred to in this handbook. We are also aware that the **2018-2019** Scholar & Parent Handbook is accessible online at [www.somersetprepdc.org](http://www.somersetprepdc.org) , and that any changes or updates to this handbook will be posted on the Somerset Prep DC website. \_\_\_\_\_(scholar initial) \_\_\_\_\_(parent initial)

Directions for return of this form:

1. Scholar and Parent/Guardian review handbook.
2. Parent/Guardian sign handbook acknowledgement below.
3. Scholar returns this page to homeroom teacher or designee by / **2018**. New and transfer scholars registering after the start of the **2018-2019** school year must return acknowledgement page within one week after receipt.

Scholar Name: \_\_\_\_\_

Scholar Grade: \_\_\_\_\_

Parent Name: \_\_\_\_\_ Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### **2018-2019 Scholar Technology Agreement**

I have read, understand, and will abide by the above Acceptable Use Policy when using computer and other electronic resources owned, leased, or operated by the Somerset Prep DC, I further understand that any violation of the regulations above is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action may be initiated.

\_\_\_\_\_  
Scholar Name (please print)

\_\_\_\_\_  
Scholar Signature

\_\_\_\_\_  
Date

### **2018-2019 Parent/Guardian Technology Agreement**

As parent or guardian of \_\_\_\_\_, I have read the Acceptable Use Policy. I understand that this access is designed for educational purposes. Somerset Prep DC has taken reasonable steps to control access to the Internet, but cannot guarantee that all controversial information will be inaccessible to student users. I agree that I will not hold the Somerset Prep DC responsible for materials acquired on the network. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting as well as any intentional or malicious destruction of any School electronic devices(property). I hereby give permission for my child to use network resources, including the Internet that are available through Somerset Prep DC

\_\_\_\_\_  
Parent Name (please print)

Parent Signature

Date