



Student/Family Policies

Discipline Policy

Community Expectations

Rights and Responsibilities

All members of the Inspired Teaching Demonstration School community share the following four Rights and Responsibilities, designed to cultivate students' intrinsic motivation and self-discipline in the service of a vibrant, nurturing community.

- Everyone learns.
- Everyone is safe.
- Everyone builds community.
- Everyone is welcome.

Classroom Rules

Within every classroom, teachers, students, and families work together to develop agreements about what every student and community member must do in order to uphold their rights and responsibilities and the school-wide expectations. Through this process, all learners in the community develop an understanding of the rules for participation in our community. Typical classroom rules include:

- Share classroom materials
- Focus on class work with their best effort
- Use kind words and friendly language
- Touch others only in gentle, appropriate and wanted ways
- Ask for help when they need it
- Be where they have permission to be, leaving a space only when they have permission
- Respect each other's privacy, space, and things
- Take care of and keep in good condition the building and all property within.

Inspired Teaching Demonstration School works to use a system of discipline called “restorative justice,” which is described below.

Expectations for Families

Families are expected to model for students the collaboration and high standards for respectful participation that we aspire to cultivate in our students. This includes but is not limited to:

1. Respectful communication and interactions with all staff, other families, students, and neighbors of the school
2. Support for on-time arrival and appropriate preparation for learning each day
3. Participation in regularly scheduled Family Conferences and meetings requested by school staff
4. Regular participation in student learning events such as Learning Showcases, performances, and presentations
5. Timely responses to email and/or phone messages from school staff
6. Compliance with the school's dress code, discipline policies, nutrition policies, and attendance policies
7. Respect for the privacy of all families, students and staff
8. Support for the school's commitment to diversity and inclusivity
9. Respect for the community surrounding the school including following guidelines for drop off and pick up of students

10. Approach conflict as an opportunity to learn, participating in conflict mediation (i.e. restorative practices) and processing respectfully and reflectively

When family members are not upholding school expectations for respectful communication and collaboration, the school reserves the right to:

- Require families to participate in a restorative meeting.
- Ensure an administrator is present in meetings and included in written communications.
- Decline to respond to inappropriate or aggressively written communication.
- End a meeting in response to disrespectful and/or aggressive behavior.
- Require individuals (family/guardians) to leave the school premises and return to campus at a time designated by the school.
- Prevent an individual from coming onto school property.

When and Where the Community Expectations Apply

The Community Expectations are in effect when a student is traveling to and from school and school events, during the school day, and during all school related/school sponsored extracurricular activities. In addition, behavior that occurs online and outside of school may be subject to the Community Expectations when such conduct is disruptive to the school community or neighborhood. As such, students may be held to community expectations and disciplinary responses for infractions even if their actions take place off campus or outside of school hours.

Failure to Adhere to Community Expectations

ITDS expects all community members to respect the Community Expectations and reserves the right to restrict individuals who do not abide by the expectations from school events/activities or prohibit them from school grounds. School staff will follow restorative justice practices and school grievance policies as part of this process.

Social Emotional Learning

ITDS' mission seeks to ensure that a diverse group of students achieve their potential. We believe that children's energy, unique talents, and individuality are assets, not obstacles; therefore, explicit emphasis on social-emotional learning and student centered practices guide instruction. In order to support our students' social and emotional well-being, the school provides a range of resources and learning opportunities to ensure that students have the necessary tools to make appropriate behavioral choices. This includes but is not limited to recognizing emotions, empathy, self-advocacy, conflict resolution, inclusiveness, abuse prevention, and community building.

ITDS' model includes a wide-variety of supports for students' social, emotional, behavioral, and mental health, such as school social workers, behavior interventionists, partnerships with community based organizations, and related service providers.

ITDS uses a Multi-Tiered System of Supports (MTSS), which is a framework that helps provide academic, social-emotional, and behavioral strategies for all students and their various needs.

Key components include:

- Universal screening of all students early in the school year
- Tiers of interventions that can be amplified in response to levels of need
- Ongoing data collection and continual assessment
- Schoolwide approach to expectations and supports
- Parent involvement

Programming is available at 3 tiers of intervention:

Tier 1 (Whole school or grade level services)

- Responsive classroom morning meeting or advisory
- Social emotional curricula (e.g., Als Pals, Harmony, Second Step, Responsive Classroom Advisory Meetings)
- Grade level specific whole group social emotional programming (i.e. boundaries, signs of depression, anti-drug)
- Devereux Student Strengths Assessment (DESSA) administered to all K-8 students 3x a year

Tier 2 (Small group or 1:1 intervention services)

- DESSA aligned small groups facilitated by Culture, Equity, Access team
- Social work small groups
- Restorative Justice circles
- 1:1 sessions with a school clinician

Tier 3 (IEP and 504 services)

- Specialized instruction
- Social work group and individualized sessions
- Testing accommodations and modifications

For additional information on the school's social emotional supports and programming, contact the Principal.

Tiers of Discipline and Restorative Practices

As opposed to the traditional "crime and punishment" model of discipline, ITDS works to implement a Restorative Justice approach when responding to violations of ITDS's Community Expectations. Restorative Justice is an approach to discipline that seeks to address the underlying cause of the misbehavior and find a way to repair the harm done to the community. This approach includes such actions as restorative circles and community service.

When responding to challenging or inappropriate behaviors, the school takes a tiered and progressive approach. Staff will consider closely the circumstances of student actions and classify the action into one of four tiers, which range from relatively minor infractions (Tier 1) to very harmful or dangerous actions (Tier 4). Staff members respond in proportionate ways that are considerate of the action, the impact on the community, the age and developmental stage of the student, and the student's prior actions and will use the table below as a general guide to administer consequences and /or restorative practices. The family of any student involved in the breaking of Community Expectations — whether the initiator or the other party — will be notified of the events that took place. The tier/level of consequence issued to those involved may be shared with all parties, but specific consequences and/or the details will not be shared in order to respect student and family privacy.

There are violations of the community expectations, which alone or by repetition may require that the student committing them be separated from the school, temporarily or permanently. These decisions will be made in accordance with the Student Fair Access to School Amendment Act. This Act states that students cannot be suspended or expelled unless the student willfully caused, attempted to cause, or threatened to cause bodily injury or emotional distress to another person, including behavior that occurs off school grounds. The Act further states that an out of school suspension for PK students cannot be more than 3 consecutive school days for an individual incident, K-5 students cannot be more than 5 consecutive school days for an

individual incident, and 6-12 students cannot be more than 10 consecutive school days for any individual incident; no student may receive an out of school suspension for 20 cumulative school days unless exceptions stated in the law are met. In addition, PK students may not be expelled or disciplinarily unenrolled.

Such disciplinary action is expected to support the school's goals of self-motivated modification of behavior by helping students to understand that in order to participate in the school community they must conduct themselves appropriately. A student's attendance at the Inspired Teaching Demonstration School presupposes the family's acceptance and embrace of these expectations. The school will create a plan for providing instructional resources to any student who is suspended and will share the plan with the student's family. The plan will include a point of contact for the student to communicate with school staff about assignments and the student will have an opportunity to make up any work missed during the suspension.

Tier 1 Infraction Behaviors Include But Are Not Limited To:	Tier 1 Responses May Include:
• Off-task behaviors that demonstrate disregard for the classroom community • Refusal to complete assignments or follow other staff directives • General signs of disrespect • Running in the classroom or hallways	• Non-verbal/Verbal redirection • TAB in/TAB out • Restorative student conferences and/or family conferences • Formal apologies to community members • Loss of a privilege, and/or other logical or restorative consequence
Tier 2 Infraction Behaviors Include But Are Not Limited To:	Tier 2 Responses May Include:
• Documented patterns of persistent Tier 1 behaviors • Hurtful language or gestures to members of the school community (PreK3-2nd) • Use of profanity and/or vulgar language • Elopement from classroom • Disruptive physical contact between students • Willful destruction of peer's work or property (PreK3-2nd) • Physical aggression with peers or staff (PreK3-2nd) • Inappropriate displays of student affection (including but not limited to inappropriate touching with hands or other parts of the body, hugging, sitting in each others' lap, kissing, unwanted advances or contact) • Inappropriate computer use/internet access or cell phone use • Possession of sexually explicit material • Concealment or use of non-school issued or non-approved technology (including but not limited to cell phones, e-readers, tablets, etc.) • Refusal to comply with Tier 1 consequences	• Tier 1 Responses AND • Classroom behavioral contracts • Break from classroom for reflection in "buddy teacher's" classroom • Completion of reflection sheet • Contact with parent/guardian • After School Restoration & reflection (30 minutes) • Alternate work space • Alternate lunch or recess • Administrator conference • Referral to SST for continued documented problem behaviors

Tier 3 Infraction Behaviors Include:	Tier 3 Responses May Include:
• Documented patterns of persistent Tier 2 behaviors • Discriminatory or Offensive language (e.g., hate speech, gestures) to members of the school community (3rd-8th) • Pattern of elopement from classroom or campus • Ditching/ skipping an entire class (5th-8th) • Cheating or Plagiarism • Theft • Bullying or hazing, in person or via photo or online • Persistent harassment • Sexual harassment • Destruction of property (3rd-8th) • Fighting and other acts of physical aggression towards peers or staff (3rd-8th) • Refusal to comply with Tier 2 responses	• Tier 2 Responses AND • After School Restoration and reflection (60 minutes) • Class or school presentation • Family conferences (in some cases, immediate) • Behavior Support Plan development or review by Student Support Team • In-School Suspension* • Out of School Suspension*

** Suspension decisions will be made in accordance with the Student Fair Access to School Amendment Act. This Act states that students cannot be suspended or expelled unless the student willfully caused, attempted to cause, or threatened to cause bodily injury or emotional distress to another person, including behavior that occurs off school grounds. The Act further states that an out of school suspension for PK students cannot be more than three consecutive days, K-5 students cannot be more than 5 consecutive school days, and 6-12 students cannot be more than 10 consecutive schools days for any individual incident; no student may receive an out of school suspension for 20 cumulative school days unless exceptions stated in the law are met.*

Tier 4 Infraction Behaviors Include:	Tier 4 Responses May Include:
• Documented patterns of persistent Tier 3 behaviors • Physical aggression with injury • Severe, persistent, or pervasive bullying, verbal, written, or electronic, or other physical behavior that results in another student's physical or emotional distress • Repeated sexual harassment • Possession of a weapon • Possession or use of drugs or alcohol • Refusal to comply with Tier 3 responses	• Tier 3 Responses AND • After School Restoration and reflection (60 minutes) • Class or school presentation • Family conferences • Creation, Review and/Modification of Behavior Intervention Plan • In School Suspension* • Out of School Suspension* • Recommendation for expulsion**

Suspension decisions will be made in accordance with the Student Fair Access to School Amendment Act. This Act states that students cannot be suspended or expelled unless the student willfully caused, attempted to cause, or threatened to cause bodily injury or emotional distress to another person, including behavior that occurs off school grounds. The Act further states that an out of school suspension for PK students cannot be more than three consecutive days, K-5 students cannot be more than 5 consecutive school days, for an individual incident and for 6-12 students, cannot be more than 10 consecutive schools days for any individual incident; no student may receive an out of school suspension for 20 cumulative school days unless exceptions stated in the law are met.

***Under the Student Fair Access to School Amendment Act of 2018, PK students may not be expelled or disciplinarily unenrolled.*

Policy regarding weapons, drugs, alcohol, and violence

Our Community Expectations identify the presence of weapons, drugs and/or alcohol, violence, and threats of violence as serious offenses that require serious consequences. School staff will immediately investigate if made aware of a possible situation involving student possession of a weapon, drugs or alcohol or in which a student is suspected of being under the influence of drugs

or alcohol. Investigation procedures follow typical school disciplinary procedures that may include collecting witness statements, interviewing students, notifying families, and if necessary, implementing consequences. Suspicion of weapons possession will result in an automatic removal from classroom and community spaces and may involve school staff searching students' belongings. School Administrators will determine if parents or guardians should be informed prior to or after the investigation of the incident. Possession of a weapon, drugs, or alcohol or being under the influence of drugs or alcohol may result in suspension or expulsion. Circumstances will be taken into account on a case by case basis. The Inspired Teaching Demonstration School abides by the Individuals with Disabilities Education Act (IDEA) when suspending or expelling students who are a part of the Special Education Program.

Offenses include:

- Behavior that violates the Gun Free Schools Act
- Use, possession, or bringing a weapon to school. Weapons include but are not limited to: loaded or unloaded firearms, lighters, pocket knives, pistols, blank pistols, starter pistols, revolvers, rifles, shotguns, knives, razor blades, explosives, fireworks, tear gas, and tasers.
- Use, possession or distribution of alcohol, cigarettes, e-cigarettes or smoking paraphernalia
- Use, selling, or distribution of marijuana or other substances with THC or CBD, prescription drugs, controlled dangerous substances, imitation controlled substances, inhalants, other intoxicants, controlled or drug paraphernalia
- Physical assault/attack on a member of the school community
- Threats, intimidation, or other comparable conduct which causes or attempts to cause severe physical injury, substantial disruption, or obstruction of any lawful mission, process, or function of Inspired Teaching Demonstration School
- Gang activity, or recruitment
- Sexual violence
- Any behavior or other conduct not specifically enumerated in any other level in this section that is illegal, causes significant disruption to the school's operation, threatens or causes substantial harm to self or others.
- Repeated acts of bullying and/or sexual harassment

Suspension

Suspension may be designated to be served in school or out of school. Suspension of a student is a consequence for inappropriate behavior choices that warrant the removal of a student from the classroom or the school for a period of time. During in school suspension, the student will be assigned to a designated space and may not participate in school events including extra-curricular activities. During out of school suspension the student may not attend school or participate in school events including extra-curricular activities. The school will create a plan for providing instructional resources to any student who is suspended and will share the plan with the student's family. A student's return to school will not be contingent upon the parent/guardian accompanying the student, attending a conference, or otherwise being present at the school.

These decisions will be made in accordance with the Student Fair Access to School Amendment Act. This Act states that students cannot be suspended or expelled unless the student willfully caused, attempted to cause, or threatened to cause bodily injury or emotional distress to another person, including behavior that occurs off school grounds. The Act further states that an out of school suspension for PK students cannot be more than 3 consecutive school days for an individual incident, K-5 students cannot be more than 5 consecutive school days for an

individual incident, and 6-12 students cannot be more than 10 consecutive school days for any individual incident; no student may receive an out of school suspension for 20 cumulative school days unless exceptions stated in the law are met. In addition, PK students may not be expelled or disciplinarily unenrolled.

Students with disabilities may be suspended for up to 10 consecutive or cumulative school days per year in the same way that general education students are suspended. Special education services will not be provided during the first 10 days of suspension in a school year. Additional disciplinary procedures will be followed for students with disabilities who are suspended for more than 10 days in a school year. These procedures may include a manifestation determination review meeting and the provision of services during the suspension.

- **Step 1:** Once notified of an action that may warrant an exclusionary consequence, school administrators will conduct an investigation. During the investigation, student and staff witnesses will be asked to provide verbal or written statements. The student accused of the action will also have an opportunity to respond to the allegations before a disciplinary decision is made.
- **Step 2:** The Principal or their designee will contact the parent/guardian to inform them of the reason(s) and the decision to suspend the student, a summary of the investigation including their student's explanation, the details of the suspension, and the appeals process (See *Appeals Process* below). All notices regarding suspension will be given to the parent/guardian in writing and must be signed by the Principal or their designee.
- **Step 3:** Students who are suspended will be given school work for the duration of time they are out of the classroom. Students will also have a designated point of contact to support completion of assignments. This is to ensure that the student continues to receive their education during the period of suspension.
- **Step 4:** For students with disabilities (this includes students with IEPs or 504 Plans and students who are in the process of being evaluated for Special Education) who are suspended for more than 10 consecutive or cumulative school days in a school year, the IEP team will review all relevant educational records contained in the student's file or in possession of the school to determine whether the student's violation of school rules was a manifestation of the student's disability according to published guidelines for conduct of a Manifestation Determination. For more information regarding the suspension of students with disabilities, see **Manifestation Determination** below.
 - a) If it is determined that the student's behavior was a manifestation of the student's disability, the circumstance will be reviewed with consideration for the student's disability and the act or behavior warranting the review.
 - b) If it is determined that the student's behavior was not a manifestation of his/her disability, the student's file will be reviewed to determine disciplinary action in accordance with the policies contained in this section.
- **Step 5:** The student and their family are asked to review and affirm their commitment to the school discipline policy.

Manifestation Determination

A manifestation determination review meeting is required if:

- A student is suspended for more than 10 consecutive or cumulative school days in a school year, and

- The reason for the suspension constitutes a pattern based on these factors:
 - The child's behavior is substantially similar to their behavior in previous incidents that resulted in previous removals; and
 - The length of each removal, the total amount of time for each removal, and how close the removals are to each other.

When a manifestation determination review meeting is required, the Principal or Director of Special Education will notify the parent in writing and provide the parent with a copy of the IDEA's procedural safeguards on the day that the notice of suspension or expulsion is issued. The manifestation determination review meeting will be held within 10 school days to determine if a student's behavior was a manifestation of their disability.

The review meeting covers the relationship between a student's disability and the behavior that caused the suspension. If a student's behavior was a manifestation of their disability, the student must return to school unless the IEP team agrees otherwise. If the student's behavior is not a manifestation of their disability, the student may be disciplined according to the school's discipline policy applicable to all students. If the student's behavior is a manifestation of their disability, the IEP team must also conduct a functional behavior assessment if one hasn't already been completed and develop a behavior intervention plan. If the student already has a behavior intervention plan, the existing plan must be modified, as needed.

A manifestation determination review meeting is not required if:

- A student is suspended for more than 10 cumulative school days in a school year, and
- The suspensions don't constitute a pattern based on these factors:
 - The child's behavior isn't substantially similar to their behavior in previous incidents that resulted in previous removals; and
 - The length of each removal, the total amount of time for each removal, and how close the removals are to each other.

Educational services will be provided for any student with a disability who is suspended for more than 10 days in the school year while they're suspended, but in another setting. Services will be provided to enable the student to continue to participate in the general education curriculum and make progress towards their IEP goals. If appropriate, a functional behavior assessment and behavior intervention services and modifications will also be provided to ensure that the behavior does not recur.

Special Circumstances

There are situations when a student with a disability can be removed from school for up to 45 school days without regard to whether their behavior was a manifestation of their disability. These situations include:

- Possession of a weapon on school premises or during a school function
- Possession or use of an illegal drug on school premises or during a school function
- Infliction of serious bodily injury on school premises or during a school function

With parent consent, the IEP team reserves the right to change a student's placement at any time.

Hearing Officer

If there is concern that a student's attendance at school is substantially likely to result in injury to themselves or others, the school can request a hearing officer's approval to place

the student in an interim alternative educational setting for up to 45 school days. The interim alternative educational setting would continue to provide services to enable the student to continue to participate in the general education curriculum and progress towards their IEP goals.

Appeals Process

Short-term Suspension (fewer than 5 days): For all suspensions, as noted in Step 1 above, parents/guardians will receive details of the suspension in writing. The appeal must be made in writing within 24 hours of notification of suspension and be delivered by email or by hand to the Executive Director or designee. The appeal must include the reason for the appeal request and any supporting information that may be helpful in reviewing the decision. The Executive Director will review all pertinent information and respond with a final decision within 3 business days.

Long-term Suspension (5 days or greater): Parents/guardians may appeal a long-term suspension through an appeals process that includes a hearing before an appeals committee consisting of the Executive Director and other members of the school's team, such as principals, directors, leadership team members, as deemed appropriate. The appeal must be made in writing within 24 hours of notification of suspension and be delivered by email, or by hand to the Executive Director or designee.

A hearing will be scheduled within 5 business days after the Executive Director receives notice of the appeal from the parent/guardian. To ensure that the student does not fall behind academically while the appeal is underway, the student will receive coursework until the appeal process is complete (as noted in Step 2, above).

- At the appeals hearing, the Principal or their designee will present the information supporting the recommendation for the long-term suspension.
- At the appeals hearing, the parent/guardian will present oral and or written statements as well as documentation supporting the appeal.
- Students (age eleven and older) may have the option to attend and present an oral or written statement.
- The appeals committee will consider the testimony of all participants and render a decision within 24 hours of the hearing; ideally the decision will be made the same day.
- The decision of the appeals committee in affirming OR reversing the suspension decision is final.

Manifestation meetings, as required by law, will proceed regardless of whether a family appeals a suspension decision.

Expulsion

Expulsion is an action taken only as a last resort, and only in accordance with DC Law. It is a consequence used for repeated offenses by a student who shows an inability to correct his or her behavior after repeated measures and options have been exhausted. It is also a consequence for a behavior that violates the Inspired Teaching Demonstration School's policy regarding weapons, drugs, alcohol, and violence. These decisions will be made in accordance with the Student Fair Access to School Amendment Act. This Act states that students cannot be suspended or expelled unless the student willfully caused, attempted to cause, or threatened to cause bodily injury or emotional distress to another person, including behavior that occurs off school grounds. The Act further states that an out of school suspension for K-5 students cannot

be more than 5 consecutive school days for an individual incident and for 6-12 students, cannot be more than 10 consecutive schools days for any individual incident; no student may received an out of school suspension for 20 cumulative school days unless exceptions stated in the law are met.

Expulsion Process

- If a student is under consideration for expulsion, the Principal or their designee will notify the parent via phone and in writing of the recommendation. The student will be considered suspended until the expulsion is final.
- Once the student is placed under consideration for expulsion, the parent/guardian is asked to pick up their student. The student is not allowed to return to the school grounds or participate in any school-sponsored activities, field trips, or programs.
- The Principal or their designee determines when to recommend expulsion. The recommendation will then be sent to the Executive Director and a meeting will be held with the family/guardian to confirm the circumstances and the reason for the recommendation.
- The Executive Director will make a final decision on the expulsion. The parent/guardian will be notified by phone and mail of the decision within 48 hours.

Appeals Process

Parents/guardians may appeal the decision to expel a student through a formal appeals process that includes a hearing before an appeals committee consisting of the Executive Director and other members of the school's team, such as principals, directors, leadership team members, as deemed appropriate. The appeal must be made in writing within 48 hours of notification of expulsion and be delivered by email or by hand to the Executive Director.

Once the appeal is received, a hearing is scheduled no more than five (5) business days after the Executive Director receives notice of the appeal from the parent/guardian. To ensure that the student does not fall behind academically while the appeal is underway, the student will receive coursework until the appeal process is complete.

- At the appeals hearing, the Principal or their designee will present written and oral statements as well as documentation supporting the recommendation to expel.
- At the appeals hearing, the parent/guardian will present oral and or written statements as well as documentation supporting the appeal.
- Students (age eleven and older) may have the option to attend and present an oral or written statement.
- The appeals committee will consider the testimony of all participants and render a written decision within 48 hours of the hearing.
- The decision of the appeals committee in affirming OR reversing the Executive Director's decision is final.

Manifestation meetings, as required by law, will proceed regardless of whether a family appeals an expulsion decision.

Attendance Policy

Attendance is critical to every student's success at the Inspired Teaching Demonstration School. We expect all students to be at school every day, for the entire day. It is equally important that students arrive on time and leave on time. When a student is absent for any reason, please check with the teacher regarding missed work. Experience has shown that catching up after an absence can be difficult and stressful for a child, and for this reason we discourage absences for reasons other than illness or emergency.

If a student must be absent, families **MUST** notify the attendance team and provide the reason for the absence. The report must be made for every day that a student is absent from school. It is not sufficient to notify a student's teacher, advisor, counselor or dedicated aide.

To notify the school of an upcoming absence, late arrival, or early dismissal, use one of the following methods. Attendance changes should be reported to ITDS no later than 8:30am in the morning.

1. Submit the attendance change through the School Pass app. Notifications may be scheduled in advance on the app. ****Preferred method****
2. Text the attendance team, by replying to the welcome message from the attendance team. (note: due to the platform we are using, every person has a unique phone number to communicate with the attendance team.)

Questions or concerns about attendance can be sent to attendance@inspiredteachingschool.org.

Upon your student's return to school, the school must have on file a written explanation of the absence. If you did not inform the attendance team on the day(s) of the absence, a written note or email, with your child's name, date of absence and reason for absence must be turned in to the school. The following conditions apply:

- A student absence may be excused up to 8 cumulative days per trimester, based solely on a parent/guardian's written notification (for reasons that meet the criteria for excused absences - See next section).
 - Once a student has 8 cumulative absences that have been excused based solely on a parent's notification, no further absences that trimester will be excused without a written explanation by a doctor or staff of a relevant agency, on official doctor's office/agency letterhead and signed by a relevant official.
- If a student is absent due to illness for four (4) consecutive days they must return to school with a note from a doctor or other acceptable documentation explaining the absence, in order for more days during this consecutive absence to be excused.
- For doctor's notes submitted to excuse absences, the note must have the specific day(s) listed that the student was/will be absent.
- If a student has a medical condition that results in recurring absences (planned or unplanned), the family should request a meeting with the grade level Assistant Principal to request an exception to the excused absence attendance policy.

Any absence for which no excuse is provided within 5 days of the student's return to school will be considered an unexcused absence. *Unexcused absences will not be changed to excused unless documentation of the reason for the absence is consistent with the laws of the District of Columbia (see below).*

Excused Absences

Absences can be excused within five days of the student's return to school and only for the following reasons as dictated by the laws of the District of Columbia:

- Illness of the student;
- Medical or dental appointment for the student;
- Exclusion due to contagious disease, infection or other condition requiring separation from other students for medical or health reasons;

- Other immediate family emergency which requires the presence of the student outside of the school;
- Death in the student's immediate family, including attending funerals of immediate family;
- Religious Observance;
- Necessity for the student to attend judiciary or administrative proceedings as a party to the action or under subpoena;
- Lawful suspension or exclusion from school by school authorities;
- Other circumstances at the discretion of the Executive Director.

If a student will be absent from school for an extended period due to an extraordinary circumstance, the Executive Director, at their discretion, may determine the absence to be excused.

If a student is ill, they will not be permitted to attend school. Please do not send your child to school in the morning if the student:

- Expressed that they feel ill
- Has a fever of 100 degrees or higher
- Is vomiting or has diarrhea
- Shows symptoms of a severe head cold, persistent cough, or sore throat
- Has a suspicious skin rash or is contagious (i.e. pink eye)

Families will be called to pick up students who show signs of illness. Students are expected to be picked up within one hour of contact. At the discretion of the school administration or school nurse, students who are not picked up in a timely fashion may be transported to a local medical facility to receive appropriate care. Students must be symptom free for 24 hours prior to returning to school.

Please contact the school immediately if your child has a contagious disease or condition (i.e. Covid, chickenpox, pink-eye, head lice) so that the school can respond appropriately.

Truancy

Students who have a pattern of lateness or are regularly absent from school will receive support and intervention from the school. This may include letters to the family reminding them of school arrival times and the reasons for missing school that would be considered "excused" and family conferences. If attendance does not improve, families will be asked to meet with school administrators to review DC law and school policies, and develop a truancy action plan.

In accordance with DC law, if a student 5-13 years old accumulates ten (10) unexcused absences from school, they must be referred to Washington, D.C.'s Child and Family Services Agency as a chronically absent student. At the same time, the school must report the student to be truant to the Office of the State Superintendent for Education for follow up. Students ages 14-17 will be referred to DC Court Social Services & Office of the Attorney General, Juvenile Division after fifteen (15) unexcused absences, per D.C. Law.

Excused Absences:

Students who accumulate an excess number of excused absences are jeopardizing their educational and instructional progress at the school.

Unexcused Absences:

In order to ensure that the Inspired Teaching Demonstration School is aware of the

whereabouts of its students, and to ensure that the school is in compliance with local laws, policies and procedures of the Office of the State Superintendent of Education and the Public Charter School Board the following steps will be taken in response to unexcused absences:

ABSENCES	The Inspired Teaching Demonstration School Response
Each unexcused absence	Parent/guardian will be contacted
At 4 unexcused	Parent/guardian will be contacted, and documentation will be placed in the student's school records.
At 7 unexcused	Parent/guardian will be contacted, and a required meeting will be scheduled to develop an attendance intervention plan.
At 10 unexcused	Students 5-13 years of age will be referred to the Child and Family Services Agency (CFSA) in accordance with D.C. Law
At 15 unexcused	Students 14-17 must be referred to DC Court Social Services & Office of the Attorney General, Juvenile Division per D.C. Law.
At 15 cumulative absences (excused & unexcused)	Parent/guardian will be contacted, and a required meeting will be scheduled to develop an attendance intervention plan.
At 20 cumulative absences (excused & unexcused)	20 days cumulative absences unrelated to a documented illness, injury, or disability, without remedial instruction (ie, home or hospital educational services) will be placed on the promotion in doubt list.
At 20 consecutive full day unexcused absences	At 20 consecutive unexcused absences, without any family notification or communication, a student is eligible for withdrawal from school.

Tardiness

Prompt and regular attendance at school is essential to ensure a positive and productive learning experience for all students. Arrival is from 8:00-8:30am. Students who arrive after 8:30am are tardy. Teachers take attendance in their classrooms promptly and students who arrive late must present the teacher with a late slip from the front desk so that school records accurately indicate late arrival to school. Families who accumulate excessive tardies may be referred for attendance support.

Please Note: D.C. Law requires students to attend at least 60% of the school day to be considered present. Students missing more than 40% of the school day will be considered Absent. This means that students arriving after 11am are considered absent.

Family Complaint and Grievance Procedures

Inspired Teaching Demonstration School is committed to providing the best possible conditions for all members of the school community including students, families, visitors, teachers and administrators. Part of this commitment is encouraging an open and frank atmosphere in which any problem, complaint, suggestion or question receives a timely response from school supervisors and administrators. Inspired Teaching Demonstration School strives to ensure fair and honest treatment of all students, families, visitors and employees. Everyone is expected to treat each other with mutual respect. If a student, parent/guardian, or visitor disagrees with established rules of conduct, policies or practices, or their treatment, they may express their concerns through the processes outlined below. No person will be retaliated against or

penalized formally or informally, for voicing a complaint with Inspired Teaching Demonstration School in a reasonable, business-like manner or for participating in the investigation of a complaint pursuant to the grievance or complaint procedure.

Students, parents and guardians may share concerns using the procedures outlined below:

1. Complaints about suspension or expulsion decisions are governed by the disciplinary appeals process outlined earlier in the Handbook. The appeals process for expulsion can be found here.
2. Complaints about bullying are governed by the Bullying Policy. The complaint process for concerns about bullying can be found here.
3. Complaints about sex-based harassment are governed the sex-based harassment policy. The complaint process for sex-based harassment concerns can be found here.
4. Complaints about discrimination on the basis of race, color, national origin, sex, age or disability are governed by the Grievance Procedure outlined below.
5. All other complaints are governed by the Family Complaint Process outlined below.

Family Complaint Process

Families are welcome to share concerns or complaints with the school. The following steps shall be followed:

1. If a parent/guardian has a concern or disagreement about a classroom event or academic or behavioral issue, they should first contact the teacher or staff person directly involved to attempt to resolve the disagreement. ITDS expects that most situations can be resolved by direct and respectful communication between family members and teachers and/or staff.
2. If a situation is not resolved by direct communication with the involved parties, families may file a Formal Complaint as follows:
 - a. Submit the Formal Complaint, in writing, to the division Assistant Principal. The Formal Complaint should include a summary of the situation and complaint, information on attempts to resolve the situation directly with involved parties, and a desired resolution.
 - b. Assistant Principal will acknowledge receipt within 2 school days.
 - c. Assistant Principal will consider the complaint and respond within 15 school days with the resolution.
3. If the above procedure does not resolve the situation, the family may follow the Grievance Procedure outlined below.

Grievance Procedure

A student, parent or guardian may initiate the grievance procedure to resolve complaints against one of the school's administrators (e.g., Principal, Assistant Principals, Directors); complaints of discrimination based upon race, color, national origin, sex, age or disability; or to escalate issues not resolved using the above Family Complaint Procedure. The grievance procedure outlined below establishes how complaints will be investigated and resolved. The grievance procedure is intended to provide a prompt and equitable resolution of complaints. This grievance procedure does not bar individuals from filing claims in other forums to the extent permitted by state or federal law. Inspired Teaching Demonstration School will not retaliate against any person who files a complaint or participates in an investigation in accordance with these procedures.

- A. This policy does not apply in the case of suspension or expulsion or in the case of alleged sexual harassment or bullying where the provisions of the sexual harassment and Bullying Policies apply.

- B. Families are encouraged to discuss their concerns with appropriate school officials before resorting to a formal grievance. However, individuals are not required to do so before filing a formal grievance. Families that wish to move straight to the grievance procedure, may do so as follows.
- C. Step I – Written Grievance – A parent or guardian wishing to invoke the grievance procedure shall make a written request to the Principal by completing [the Family Grievance Form](#). Your form will be automatically sent to the school principal and you will receive a copy of your grievance. If a grievance of discrimination is being made against the Principal, the written request can be submitted to the Head of School, who will designate an appropriate individual to investigate the complaint. The request shall state in detail the basis for the grievance, name the specific policy, rule or law believed to have been violated, and specify the relief being sought. The written complaint can be sent or delivered to 200 Douglas St., NE, Washington, DC 20002 or via email. The following additional guidelines shall be observed in Step I:
1. No grievance will be heard unless it has been filed in writing within thirty (30) calendar days after the act or condition giving rise to the grievance and such filing must state with particularity the basis for the grievance, the policy regulation and/or procedure, rule or law believed to have been violated, and the remedy sought.
 2. The Principal shall initiate an adequate, reliable, and impartial investigation within five (5) school days following receipt of the written 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.
 3. The person making the complaint will be permitted to present any information, documents, or witnesses that they would like to be considered as part of the investigation.
 4. Within thirty (30) school days of receipt of the written complaint, the Principal will respond to the complaint in writing summarizing the course and outcome of the investigation and any corrective or remedial action necessary. If, as a result of the investigation, it is determined that discrimination or harassment have occurred, appropriate corrective and remedial action will be taken. Extensions of this timeline may be made on a case by case basis for good cause provided that the family is notified in writing of the basis for that extension. Extensions may not exceed fifteen (15) school days.
- D. Step II – Appeal to Head of School – If the family is not satisfied with the outcome of Step I, the family may appeal the decision in writing to the Head of School. The written appeal can be sent or delivered to 200 Douglas St., NE, Washington, DC 20002 or via email. The appeal must be made within ten (10) school days following receipt of the Principal's written response. The Head of School or designee shall review the complaint, Principal's response, and all information presented as part of the investigation, and meet with the individuals involved if necessary. Within 15 school days of receiving the appeal, the Head of School will respond in writing summarizing the outcome of the appeal and any corrective or remedial action necessary.
- E. Step III – Appeal to the Board of Directors – If the family is not satisfied with the outcome of Step II, it may be appealed in writing to the Chair of the school's Board of

Directors. Contact information for the Board Chair is as follows: Board Chair, Inspired Teaching Demonstration School, 200 Douglas St., NE, Washington, DC 20002; boardchair@inspiredteachingschool.org. 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) calendar 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.

Families 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. For more information, you can contact OCR at (202) 453-6020 (voice), (877) 521-2172 (TDD), or ocr.dc@ed.gov.

Dismissal of Grievances

Grievances may be dismissed without a complete investigation under the following circumstances:

1. The allegation(s), on its face or as clarified, fails to state a claim of discrimination on the basis of race, color, national origin, sex, age or disability even if true. Before dismissing an allegation(s) on this basis, Inspired Teaching Demonstration School will contact the family to gather additional details about the allegation. If those details do not amount to a viable claim of discrimination, the complaint will be dismissed.
2. Inspired Teaching Demonstration School receives credible information that the allegation(s) has been resolved, and there is no systemic allegation(s). If there is a determination that the fact(s) underlying the allegation(s) are no longer present, it will close the complaint.
3. Inspired Teaching Demonstration School determines that its ability to complete the investigation is substantially impaired by the family's refusal to provide information that is reasonably accessible to the family and is necessary for investigation of the allegation(s).
4. Inspired Teaching Demonstration School's ability to complete the investigation is substantially impaired by its inability to contact the family in order to obtain information that is necessary for investigation of the allegation(s).
5. The allegation(s) is a continuation of a pattern of allegations previously filed by the family, that are the same or involve the same issue(s) that have been found to be without merit.
6. The family withdraws the allegation.
7. The allegation is moot or unripe.

If Inspired Teaching Demonstration School dismisses an allegation(s), it will issue a dismissal letter to the family explaining the reason(s) for the dismissal.

Non-Discrimination Policy

Inspired Teaching Demonstration School is committed to creating a diverse co-educational community. Inspired Teaching Demonstration School nurtures and values a rich intellectual environment that embraces authentic respect for individual talents, perspectives, and opinions.

To ensure students and families are able to access school programming and events (e.g., Family Teacher Conferences, Learning Showcases, School performances, etc), ITDS is committed to

providing inclusive services. These include, but are not limited to: translation of written materials, interpretation services for in-person events, wheelchair and mobility access and accommodations, allowing the use of service animals, etc. If you need accessibility accommodations for any event, please contact the Director of School-Based Operations.

Anti-Biased, Anti-Racist (ABAR) Statement

ITDS acknowledges that there are injustices and inequities that disproportionately affect marginalized groups. We commit to our mission to ensure that all students achieve their full potential as accomplished learners, thoughtful citizens and imaginative and inquisitive problem-solvers by intentionally integrating civic engagement, critical thinking, active citizenship, and empathy and respect for others into our classrooms and school-wide programming.

Notice of Nondiscrimination

In accordance with Title VI of the Civil Rights Act of 1964 (“Title VI”), Title IX of the Education Amendments of 1972 (“Title IX”), Section 504 of the Rehabilitation Act of 1973 (“Section 504”), Title II of the Americans with Disabilities Act of 1990 (“Title II”), and the Age Discrimination Act of 1975 (“The Age Act”), applicants for admission and employment, students, parents/guardians, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the Inspired Teaching Demonstration Public Charter School (Inspired Teaching Demonstration School) are hereby notified that the Inspired Teaching Demonstration School does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment or employment in, its programs and activities.

Anyone having inquiries concerning the Inspired Teaching School’s compliance with Section 504, ADA, Title VI, Title IX, and/or the Age Act or who wish to file a complaint regarding such compliance should contact:

Executive Director
Inspired Teaching Demonstration School 200 Douglas St., NE
Washington, DC 20002
202-248-6825

Non-Discrimination and Anti-Harassment Policy

The Inspired Teaching Demonstration School is committed to providing an environment in which all individuals are treated with respect and dignity. Each student has the right to learn in an atmosphere that promotes equal opportunities and prohibits discriminatory practices, including harassment of any sort including sexual harassment. Sexual harassment may be defined as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature. The Inspired Teaching Demonstration School does not discriminate on the basis of actual or perceived race, color, creed, religion, sex, national origin, age, personal appearance, sexual orientation, gender identity or expression, family status, family responsibilities, political affiliation, disability, genetic information, status as a victim of an intrafamily offense, place of residence, or any other protected characteristics as established by law.

Conduct deemed harassment includes, but is not limited to: epithets, slurs or negative stereotyping, threatening, intimidating or hostile acts, denigrating jokes, display or circulation of written or graphic material that denigrates or shows hostility or aversion

toward an individual or group (including through email), and unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature.

Family Educational Rights and Privacy Act (FERPA) Notice

Student Records/FERPA

Families are responsible for updating the school in the case of a change in their contact information. Changes in address, phone number, email for home or work and/or pick up authorization list must be reported to the school via the PowerSchool family portal. Families must also alert the school to any change in a student's medical record so that in the case of an emergency the school may respond appropriately. All medical and emergency information is confidential. Please submit any record changes via the PowerSchool family portal as soon as possible in order to ensure that school records are up to date.

Families will be able to communicate with each other with the aid of a school directory, which is updated annually after the enrollment audit each fall. The Directory contains student name and grade; parents/guardians' name, email, and phone number; and family zip codes for car pooling purposes. Families can opt out of the School Directory by e-mailing info@inspiredteachingschool.org. The information in the directory may be used solely for the purposes of supporting the students, and not for commercial, religious, or political purposes.

Families can review their children's school records and request copies if desired; see below for specific information on the Family Educational Rights and Privacy Act (FERPA). Special education records are filed separately from the regular student files. Requests to view these records should be made directly to the student's special education case manager.

FERPA Rights for Families

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

1. The right to inspect and review the student's education records within 45 days after the day the Inspired Teaching Demonstration School receives a request for access.

Parents, guardians, or eligible students should submit to the school principal a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent, guardian or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent, guardian, or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Families or eligible students who wish to ask the Inspired Teaching Demonstration School to amend a record should write to the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and 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 student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Inspired Teaching Demonstration 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

See the list below of the disclosures that elementary and secondary schools may make without consent.

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents/guardians and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents/guardians or the eligible student.

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such

as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents/guardians of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11)). The Inspired Teaching School Directory contains student name and grade; caregivers' name, email, and phone number; and family zip codes for car pooling purposes. Families can opt out of the School Directory by e-mailing info@inspiredteachingschool.org. The information in the directory may be used solely for the purposes of supporting the students, and not for commercial, religious, or political purposes.

Admission Preference Policy

ITDS has chosen to offer preferences in four categories to students who apply before the lottery deadline; they are offered in the following order:

1. Children of faculty hired before the lottery deadline
2. Siblings of students who are already enrolled in our school (and will remain enrolled in the upcoming school year)
3. Siblings of students who have been offered enrollment in that year
4. Children of founders.

ITDS also participates in PCSB's Equitable Access preference which is implemented through the My School DC lottery. ITDS follows all procedures and guidelines established by PCSB and OSSE for participation. ITDS has elected to implement this policy through designated seats. By selecting designated seats, this preference is managed by a separate waitlist within MySchoolDC, and is separate from the 4 other preferences which have a listed order. The 4 admissions preferences are applied to both the general and equitable access matched list and waitlist.