



**INGENUITYPREP**

# **Family Handbook**

*Ingenuity Prep Public Charter School*

2023-24 School Year

## Table of Contents

<b><i>I. ABOUT INGENUITY PREP</i></b>	<b>5</b>
Our Mission	5
Our Core Values	5
Our Leadership Team	5
<b><i>II. FAMILY ENGAGEMENT</i></b>	<b>8</b>
Communications between School and Family	8
Visitors	8
Volunteers	9
Homework	9
Financial Responsibilities	10
Toys, Valuables, and Other Personal Items	10
Lost and Found	11
Classroom Assignments	11
Student Birthdays	12
Supplies and Materials	12
Temporary and Permanent Removal from the Building	13
<b><i>III. HEALTH &amp; WELLNESS</i></b>	<b>15</b>
Medication	15
Illness	15
First Aid	16
Insurance	16
Meals	16
Peanut/Nut Free Zone	17
Bathroom	17
Change of Clothes	17
Physical Education	18
Mandated Reporting	18
<b><i>IV. ATTENDANCE</i></b>	<b>19</b>
COVID-19 and other Illness	20
Reporting Absences	21
Early Dismissals	22
Educational Neglect	22

<b><i>V. ARRIVAL AND DISMISSAL PROCEDURES</i></b>	<b><i>24</i></b>
Daily Schedule	24
Student Arrival	24
Pick-up/Dismissal	24
Late Pick-ups	25
Extended Day	25
<b><i>VI. STUDENT INFORMATION</i></b>	<b><i>26</i></b>
Student Records	26
Educational Rights	26
Student Privacy	26
Health Records	26
<b><i>VII. INTERNET SAFETY &amp; USAGE POLICY</i></b>	<b><i>28</i></b>
<b><i>VIII. UNIFORMS/DRESS CODE</i></b>	<b><i>30</i></b>
<b><i>IX. ADMISSIONS</i></b>	<b><i>31</i></b>
Enrollment	31
Age Requirements for Admission	31
Lottery	32
Residency Verification	32
Sibling Preference	32
Other Preferences	33
Waiting List(s)	33
Re-enrollment	33
Dis-enrollment	34
No-Show Policy	34
<b><i>X. SCHOOL CLOSINGS AND EMERGENCIES</i></b>	<b><i>36</i></b>
Snow Closings and Inclement Weather Policy	36
Student Life Safety Procedures	36
Emergency Contingency Plan	37
Fire Drills	37
<b><i>XI. SUPPORTING STUDENTS AND FAMILIES</i></b>	<b><i>38</i></b>
Promotion Criteria	38
Students with Disabilities	40
Communicating Retention/Promotion in Doubt to Parents and Students	40

Ongoing Monitoring & Intervention	40
IEPs and Special Education	40
<b>XII. FIELD TRIPS</b>	<b>43</b>
Walking	43
Local Field Trips	43
<b>XIII. TRANSPORTATION</b>	<b>44</b>
<b>XIV. APPENDICES</b>	<b>45</b>

*Ingenuity Prep reserves the right to modify or edit the policies and procedures outlined in this document at any time for any reason with or without notice. All efforts will be made to keep an updated copy readily available online and at the Front Office, however, there is no assurance that those versions will always represent the most up-to-date version. All questions about school policies should be directed to Will Stoetzer, CEO and/or Ashanti Herndon, Chief Financial & Operating Officer. The CEO has the exclusive authority to edit or modify these policies. No other staff members or agents of the school may alter or amend these without explicit permission from the CEO.*



## **I. ABOUT INGENUITY PREP**

### **Our Mission**

Ingenuity Prep prepares students to succeed in college and beyond as impactful civic leaders.

### **Our Core Values**

#### ***Positivity***

We believe that our mindset determines our outcomes. We assume optimistic thought of self, intent of others, and view every challenge as an opportunity to learn.

#### ***Resilience***

We understand that learning requires mistakes and failures. We don't need to be perfect, we need to bounce back and grow through each lesson.

#### ***Integrity***

We strive to do what is right and fair by remaining consistent in who we are. We own our actions and strive to hold others accountable, ensuring a positive impact for ourselves and our community.

#### ***Determination***

We are invested in ourselves and our community therefore we set specific and achievable goals. We demonstrate maximum effort, remain focused, and try multiple routes to reach success.

#### ***Empathy***

We seek to understand others' feelings. We name how 'we feel' and intentionally listen to others' perspectives to facilitate restorative conversations and mend relationships.

### **Our Leadership Team**

#### ***Executive***

Will Stoetzer, Chief Executive Officer  
wstoetzer@ingenuityprep.org

Ashanti Herndon, Chief Financial & Operations Officer  
aherndon@ingenuityprep.org

Ben Johnson, Chief Academic Officer  
bjohnson@ingenuityprep.org

LaShawndra Thornton, Chief Talent Officer



[lthornton@ingenuityprep.org](mailto:lthornton@ingenuityprep.org)

***Instructional***

Patrice Davenport, Early Childhood Academy Principal  
padevenport@ingenuityprep.org

Kate O'Connor, Elementary Academy Principal  
koconnor@ingenuityprep.org

Davian Morgan, Middle Academy Principal  
dmorgan@ingenuityprep.org

***Operations***

Eden Ejigineh, Director of Operations  
eejigineh@ingenuityprep.org

***Student Support and Special Education***

Gisselle Brown, Director of Student Support  
gbrown@ingenuityprep.org

***Admissions and Student Records***

Data & Admissions Team  
admissions@ingenuityprep.org

***Board of Trustees***

Derrick Mashore, Board Chair  
derrick.mashore@cbre.com



## **II. FAMILY ENGAGEMENT**

### **Communications between School and Family**

Ingenuity Prep values open and transparent communications with students and families. We will be providing regular communications to you about your student's education, and we strongly encourage family members to contact the school if you have any questions, issues or concerns.

The school will provide regular communications home in the form of newsletters, emails, and robo calls, or via the DeansList and other messaging apps. Please be sure your contact information is kept up-to-date with the front desk so you receive messages from the school.

We encourage you to set up a meeting to address any issue or concern you have. Please call our Front Office staff who will ensure your message reaches the appropriate staff member. Staff members will make every effort to meet with parents/family members as soon as possible. Please anticipate that it will take approximately 2 school days to schedule a meeting.

All Ingenuity Prep staff members have an email account. A complete list will be available on our school website. Although each classroom has a phone and computer, teachers do not answer their phone or email while they are teaching. If you have an urgent message or would like to leave a message for a teacher, please call the Front Office.

### ***Student and Family Contact Information***

The school must have up-to-date contact information for each student and his or her family at all times for emergencies, changes in schedule, or other important information. If telephone numbers on file do not work, then emergency contact numbers will be called. Please visit the Front Desk with changes to telephone numbers or address.

### **Visitors**

All visitors, including parents, must sign in at the Front Office. All visitors will undergo a background check through SchoolPass, and if cleared by SchoolPass they will be given a visitor pass before going elsewhere in the building. The visitor pass must remain visible at all times that the visitor is in the building. This is a critical policy designed for the safety of all students and staff members.

Ingenuity Prep welcomes family visitors to classrooms. To ensure safe operations and high-quality instruction, family visitors must make an appointment no later than 1 school day in advance with a teacher to visit their student's classroom. Generally we limit classroom visits to one visitor at a time per student. Families will not be admitted for unannounced observations to classrooms. Generally, requests





to visit will be approved. However, a teacher may exclude visitors for a brief period during a special, closed activity. Because the focus of Ingenuity Prep is academic excellence, we ask that family members not congregate in hallways (outside of arrival and dismissal), engage with students receiving instruction, or do anything that may disrupt instruction.

We ask that visitors to our building also model behaviors that support our school culture. This may be exhibited in the following ways:

- Supporting key Ingenuity Prep policies
- Following directions provided by teachers and Ingenuity Prep staff
- Providing reminders to students about directions given by teachers and Ingenuity Prep staff (such as following their class to a new location, tracking a speaker, engaging in an activity, etc)
- Modeling academic and respectful language for students, including refraining from using profanity

### **Volunteers**

Ingenuity Prep welcomes parents, guardians, siblings, community members, and other adults as volunteers in the school. As required by Ingenuity Prep's Volunteer Policy, any adult who regularly (more than 8 hours per month) spends time in an Ingenuity Prep school building or with Ingenuity Prep students must have a background check conducted by the school. Ingenuity Prep reserves the right to consider the results of such background checks in its decision to allow volunteers to serve in a capacity at Ingenuity Prep.

### **Homework**

Homework is designed to reinforce the day's lessons either by practicing skills or using new skills in different contexts. Homework assignments are designed to be developmentally appropriate for each grade level and to help students reinforce and review skills and concepts taught in class.

Parents/guardians and other adult family members must encourage and monitor their student's completion of homework. This means having a nightly routine for homework. Students should have a special, quiet, well-lit place to do their homework each night. Families should offer assistance when needed, and make sure that homework is returned to the backpack and to school the following morning. However, parents/guardians should not complete their student's homework assignment for them. If a student cannot complete an assignment without assistance, families should contact the teacher so that he or she can re-teach the concepts.

Family members are encouraged to attend school-sponsored workshops about their student's academic program and to ask the teachers and teaching associates for additional ways to support students' academics at home.



### **Financial Responsibilities**

Families are responsible for costs incurred at Ingenuity Prep including student meals, after-school, late pick up fees, lost text books, library fines, and any damage that their student may have caused to school equipment. Failure to pay incurred expenses jeopardizes the schools' finances, and if necessary, sanctions may be put in place for families who do not pay their bills in a timely manner.

Students are provided with school Chromebooks for use. Chromebooks that are returned to school in good working condition will incur no penalties. However, damage to or loss of a Chromebook may result in a fee:

- Unreturned or lost device - \$100
- Damaged Chromebook body - \$80
- Damaged Chromebook screen - \$80
- Lost or Damaged Charger - \$20
- Lost or Damaged Wifi Hotspot - \$50

### **Toys, Valuables, and Other Personal Items**

Ingenuity Prep is not responsible for any toy, valuable, or personal items that are lost or stolen on the premises. Personal toys and collectibles are not permitted in school unless approved in advance by the teacher. Students are strongly discouraged from bringing toys. Any toys brought from home without permission will be taken and held by a classroom teacher or CEO or other staff member. Toys will be returned following a conversation with the parent/guardian.

Please note that students are not permitted to bring toys to school to trade or barter with other students.

### **Technology Devices**

We do not recommend students bring cell phones, tablets, laptops, or any other technology devices into school for any reason. Students are provided with any technology devices that are needed in order to complete necessary school work. Students that bring any technology device (including cell phones) into school will do so at their own risk. **The school is not liable for and will not replace any lost, damaged, misplaced or stolen technology devices.**

We understand that many students do bring technology, especially cell phones, to ensure communication with their families after school. To support this communication and preserve the learning environment, if a student does bring a technology device to school (including off-campus events), the following rules will apply:

- Students may not use personal technology devices (including cell phones and smart watches) while at school or school events, even before or after school.



- All personal technology devices (including cell phones and smart watches) will be collected at the start of the day by homeroom/advisory teachers. Devices will be turned off and stored in a locked box in the student's classroom, and returned at the end of the day. Students may not keep personal devices with them during the school day.
- Bluetooth devices (e.g., headphones) need to be powered off and put away during the school day and may not be used.
- If a student is found with a personal device that is not turned in to their teacher:
  - On the first instance, the device will be confiscated by Ingenuity Prep staff and placed in the lockbox in the student's classroom. The device will be returned at the end of the day.
  - At the second instance, the device will be confiscated by Ingenuity Prep staff and kept in Academy Leadership offices. A parent must come to the school to pick up the device at the end of the school day.
  - At the third instance, the device will be confiscated by Ingenuity Prep staff and kept in Academy Leadership offices. A parent must come up and conference with academy leadership to receive the phone.
  - At the fourth instance, the device will be confiscated by Ingenuity Prep staff and kept in Academy Leadership offices until dismissal the next day. A parent must come to the school to pick up the device.
- Student devices may not be used during before- and after-school. They should be powered off and placed away (e.g., in student backpacks).
- If a student is found to have used their device at school, including at off-campus events or before- and after-school (e.g., use of social media or recordings made on the device), the student will receive the appropriate consequence based on their Academy Discipline Plan.
- Recording of any kind on a student device is not allowed at school, including off-campus events or before- and after-school.

If you need to contact your student during the school day, please call the front desk.

Technology devices that are medically necessary, as noted by a medical provider, may be approved as an exception to this rule. Please contact the front desk to discuss any medically necessary devices.

### **Lost and Found**

All students' clothing and belongings should be labeled for identification. Any articles found in and around the school will be kept in the Front Office. At the end of each term, any unclaimed articles will be donated to a local charity. Please note that while the school will make all efforts to support families in identifying lost items, the school is not responsible for replacing any clothing items that are lost, damaged, or taken while at school.

### **Classroom Assignments**

Each student will be assigned to a classroom at the beginning of the year. We carefully choose classrooms for students based on academic needs, social dynamics, and DC Department of Health



Guidance when applicable. Because switching classrooms mid-year is very disruptive to not only that student, but to all of the other students in the homeroom, we cannot honor family requests to move students' classrooms. Ingenuity Prep reserves the right to move any student to a new classroom at any time.

### **Student Birthdays**

Ingenuity Prep recognizes the importance of birthdays in a student's life and will do its best to make each student's birthday special. In that regard, the class will honor all student birthdays during the school day.

Additionally, if families would like to celebrate their students' birthday at school, they should speak to their student's principal about the best time of day for the celebration. If a family would like to bring materials to share with the class, whether food or gifts, he or she should ensure to bring enough for every student in the class. Additionally all celebration materials should be brought in original (store) packaging to safe-guard against food allergies. As a reminder, students are still required to be in school uniform on their birthday.

If a family is hosting a party outside of school, we ask that invitations be made available to all students in the class. If that is not possible, please refrain from passing out invitations within the school building.

### **Supplies and Materials**

Ingenuity Prep provides most materials for students during the school day. Students should bring their own backpack, large enough to hold their homework folder and a reading book. We suggest backpacks without wheels.

Students in PreK-3 through Kindergarten should also bring two changes of clothes, labeled and in a plastic bag - these do not need to be school uniform clothes.

Please note: If your student is not potty-trained, you are required to send all necessary items for the changing of your student. Please speak to your student's teachers for details.

### ***Suggested Supplies to Keep at Home***

To help your student succeed with homework and practicing skills they're learning at school, please keep the following items at home.

- Crayons
- Pencils
- Glue sticks
- Construction paper
- One large eraser



- Washable markers
- Scissors
- Highlighters (for students in grades 5 and above)
- Post it notes (for students in grades 5 and above)

### **Parental Rights and Custody Agreements**

Ingenuity Prep must allow all individuals listed on a student's birth certificate to have access to their student and student's records, including visiting them at school, dismissing students from school, viewing educational records, requesting information or updates from the school, and other access to their student or student's records, unless a court order denying or limiting access to the student has been provided to the school. In addition, Ingenuity Prep will apply the same access to any individual listed as a parent or guardian on a student's enrollment form, even if that individual is not listed on the student's birth certificate. In this case, a parent listed on the birth certificate may request that the non-listed individual's access to the student or student's records is removed.

If parental rights have been changed by court ruling and a custody agreement is in place, Ingenuity Prep will enforce the educational and physical access rights as detailed in the custody agreement. An original copy of custody agreements must be provided to Ingenuity Prep in order for student records to be changed.

### **Temporary and Permanent Removal from the Building**

It is our goal to maintain a safe and orderly environment for our students and families. Therefore, if any visitor, including family members, engages in disruptive, threatening, or inappropriate behavior while on school property, or towards any Ingenuity Prep student or staff member off of school property, the policies below will be followed:

- Foul language towards a staff member or a student, disruptive behavior and/or failing to comply with staff member directions, a mediation will be requested between the visitor and IP leadership.
  - If a second offense occurs, a warning letter will be issued.
  - After a third offense, all parties will be issued a barred letter spanning the duration of the school year.
- Trespassing inside Ingenuity Prep's building or on the school's ground when school is not in session - a warning letter will be issued to all parties.
  - If a second offense occurs, a barred letter will be issued spanning the duration of the school year.
- Threats or acts of physical harm to a staff member or student - a barred letter will be issued spanning the duration of the school year, immediately.

The incidents listed above could result in the need for Ingenuity Prep to call the police or file a restraining or barring order.



- Endangering the physical safety of another by the use of force or the threat of force, or any type of terrorism, bombing, shooting, or murder
- Engaging in behavior that disrupts classroom activity or endangers or threatens to endanger the health, safety, welfare, or morals of others
- Failure to comply with staff instructions
- Refusing to leave a classroom when asked to do so by the teacher
- Refusing to identify oneself to or misrepresenting oneself to Ingenuity Prep staff members
- Trespassing on school property while school is not in session
- Public intoxication



### **III. HEALTH & WELLNESS**

#### **Medication**

Being physically healthy allows students to learn more effectively. For this reason, regular medical and dental checkups are essential for your student. All Ingenuity Prep students must have a complete immunization record and physical exam form on file at the school.

Ingenuity Prep shares a full-time nurse with Statesman Academy. However, we cannot guarantee the services of a full-time nurse at all times. We have staff members certified to administer medicine to your student. If your student requires medication during school hours, please check with the School Nurse as soon as possible to see if it can be administered. Otherwise, students should take all required medications at home or, if the student requires medication during school hours, an adult family member must come to school to administer it. Students are not allowed to have medication (prescription or non-prescription) of any kind in their possession at school.

As such, Ingenuity Prep 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 Nurse. 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 the nurse's suite or Front Office. Please be aware the medication cannot travel back and forth to school – once it's given to us for your student'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 student.

#### **Illness**

In order to maintain a healthy school, parents/guardians must not send their children to school with any contagious diseases such as COVID-19, the flu, strep throat, chicken pox, measles, conjunctivitis (pink eye), ringworm, scabies, or lice. Additionally, a student may be sent home if the school health team believes the student has a contagious illness. Parents/guardians must pick up their student within two hours of being notified that their student is sick with a contagious illness. Ingenuity Prep may request that the parent/guardian provide a doctor's note showing that their student is no longer contagious. Please notify the Front Office if you discover that your student may have been exposed to a contagious disease.

If your student is not feeling well in the morning, particularly if he or she has a fever of 100 degrees or more, do not send him or her to school. Parents/guardians should not send their student to school



within 24 hours of vomiting or running a fever of 101 degrees or higher. Students should not return to school until 24 hours after beginning the course of antibiotics.

If your student has lice, we ask that the student is treated thoroughly. Upon return, your student needs to be re-checked by our nurse or designated staff member before returning to the classroom. If additional nits/eggs are found, the student will need to return home for additional treatments. The School Nurse is available for consultation regarding the most effective treatments for lice removal.

### **First Aid**

We will be sharing a nurse with Statesman Academy – co-located in our facilities. The first-aid care the school can provide is very limited. If a student is hurt or complains of an illness, the nurse will treat simple cuts or bruises by applying a bandage or ice, but cannot administer more serious medical treatment. The Front Office or school nurse will call the parent/guardian in the event of a more serious injury or illness and the student will be kept in the nurse's suite or office until the parent/guardian arrives to get the student.

### **Insurance**

Students' medical needs, including those that may arise on school grounds, must be covered by parents'/guardians' insurance. Parents/guardians should notify the office if they do not have insurance for their student or have any questions about their student's insurance coverage. The school may be able to provide information to parents/guardians interested in obtaining health insurance.

### **Meals**

Ingenuity Prep participates in the National School Breakfast Program, National School Lunch Program, and the USDA Fresh Fruits and Vegetables Program. Any student may participate in the daily meals offered through the program. Breakfast, morning snack, lunch, and afternoon snack will be free to all students, regardless of income level.

Meals will be provided by Whitson's Culinary Group, a company started by former educators and dedicated to the idea that all students should have access to healthy, fresh (often organic) food on a daily basis. Whitson's Culinary Group meals feature fruits and vegetables, healthy carbohydrates, and lean protein.

Ingenuity Prep will work with families to accommodate allergies and/or other dietary restrictions as best as possible. However, we may not be able to meet the needs of all student's particular dietary preferences or needs. If your student has any dietary restrictions, we ask that you notify the Front Office so we can discuss an appropriate food plan for your student.





Pertinent section of DC Code § 2-1402.11, 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) 727-3545.

### **Peanut/Nut Free Zone**

*Snacks containing peanuts, tree nuts, and/or products containing nut oils are not allowed on campus and we ask that all families assist us by not bringing any nut/peanut-based products to the school.*

Ingenuity Prep established the peanut/nut free policy because we are committed to the health and well-being of our students. A list of students with serious food allergies is given to teachers and cafeteria staff. The nurse and Front Office staff are trained in food allergy management and emergency response. In order to assist families in making safe food choices, monthly menus are posted on the Ingenuity Prep website and available at the Front Office of all campuses. Please be sure to identify any allergies your student has to the school office.

In the event a student brings an impermissible food item, that food item will be taken by a member of the food service staff and put in the student's backpack to return home. The student will be offered a school meal in replacement of their food item.

### **Bathroom**

Students in the Early Childhood and Elementary School Academies visit the bathroom with their class multiple times throughout the day. These visits are planned adjacent to meal times and spaced throughout the day to both ensure adequate bathroom visits and minimize disruptions to instruction.

Outside of class bathroom visits, students are allowed to use the bathroom at the teachers' discretion. We ask parents to notify the school if their student has unique needs regarding use of the restroom.

Students in the Middle School Academy have access to use the bathroom at the teachers' discretion throughout the day and with a hall pass. Students are encouraged to use the restroom during times of independent work, to avoid missing instruction.

### **Change of Clothes**

Please note that we prefer that students are fully potty trained before being enrolled at Ingenuity Prep. That means that early childhood students must be able to button/unbutton their pants, fully wipe themselves after using the restroom, and be able to change their own clothing after an accident. We



also ask that students in PreK-3, PreK-4, and Kindergarten bring two changes of clothes (including pants, shirt, underwear, and socks) to store at school in case of a bathroom emergency. When emergencies arise, we will send home the uniform to be cleaned. Please replace clothing once it's used, the weather changes, or your student's size changes. ***It is the family's responsibility to ensure that their student has extra clothing at school (a complete set includes: underwear, socks, shoes, pants/shorts and shirt) at all times. It is not the school's responsibility.***

In the event that a student has an accident at school and no change of clothes are present, students will remain out of class until an adult can bring a change of clothes for that student.

### **Physical Education**

Physical education (PE) is a vital component of your student's education. This time period stimulates your student with physical movement to help increase their learning capacity. PE will be held outside, except in extreme weather conditions. You are expected to ensure that your student is dressed appropriately for the weather. If your student has a medical reason that impacts PE participation, please contact the PE teacher and school nurse. We do not hold students from PE at the request of families for behavior purposes.

The school reserves the right to withhold a student from PE if their behavior presents potential harm to themselves, other students, or staff.

### **Mandated Reporting**

Safety of our students is our first priority at Ingenuity Prep. Because schools are mandated reporters of child abuse and neglect, we will call the Child and Family Services Child Abuse and Neglect Hotline if:

- A student 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 student 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 student is engaging in risky behavior (including sexual behavior, drug use, etc.) and the parents are not able to or unwilling to intervene.
- A student has 10 or more unexcused absences or an extreme tardy pattern.
- A student is being kept from school to care for family members or to do chores or work around the house.



- A student 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.

#### **IV. ATTENDANCE**

Daily attendance is the first step in ensuring academic success. In order to achieve at high levels, students must come to school every day and work their hardest. Missing as few as 10 days of the year for excused or unexcused reasons makes a student truant and results in them missing out on significant learning. Ingenuity Prep's curriculum is fast-paced and ambitious and students quickly fall behind when they are absent. Excessive absences put students at significant risk for retention or for dis-enrollment from the campus. Please do not allow your student to miss a day of school except for serious illness.

Getting to school on time is key to your student's success. At Ingenuity Prep every minute counts. Your student will miss valuable learning time if s/he is tardy. School opens for breakfast at 8:00 a.m. Students should arrive at school no later than 8:20 and will be marked tardy if they arrive after that time.

Excessive absences or tardies may cause your student to be retained in his or her current grade.

##### ***Never Miss School for Appointments***

It is the family's responsibility to schedule medical and other appointments outside of school time. On the rare occasion when a student has a medical appointment during the school day, s/he should not be absent for the entire day.

##### ***Consequences of Absences***

We understand that students get sick occasionally and that emergencies can occur. In order to keep the important focus on good attendance, we have established the following policies to assist families and students in maintaining the good attendance that is critical to their education.

Please be aware that the following are part of the Ingenuity Prep attendance policy:

- A phone call will be made home after each absence – excused or unexcused.
- Students who reach 3 unexcused absences during the year will receive a letter from the school documenting the excessive absences.
- Students who reach 5 unexcused absences during the year will receive a phone call from the school to discuss the excessive absences.
- Students who reach 7 unexcused absences will participate in a mandatory conference with teachers and a member of the school attendance team to discuss the excessive absences.



- Students who reach 9 unexcused absences receive a phone call from the school social worker and a letter documenting the student's absences and with a reminder of the school attendance policy.
- If a student has 10 or more unexcused absences (consecutive or nonconsecutive), we will report the situation to Child and Family Services. We will report the situation again if there are 15 or 20 unexcused absences.

Students with an excessive number of excused absences (10 or more days) will be reviewed for retention.

Additionally, Ingenuity Prep will follow up with the families of students who accrue multiple consecutive absences.

- A student who is absent two or more days in a row will receive a phone call from an Ingenuity Prep staff member to discuss the reason for the student's absence and how Ingenuity Prep can support the student's return to school.
- A student who accumulates five consecutive absences without a medical or court note will be reported to Child and Family Services for a safety check.

### **COVID-19 and other Illness**

Students should remain at home if:

- He or she is experiencing any of the following:
  - Fever (subjective or 100.4 degrees Fahrenheit) or chills
  - Cough
  - Congestion
  - Sore throat
  - Shortness of breath or difficulty breathing
  - Diarrhea
  - Nausea or vomiting
  - Fatigue
  - Headache
  - Muscle or body aches
  - New loss of taste or smell
  - Or otherwise feeling unwell.
- He or she has a temperature of 100.4 or higher in the 72 hours preceding the school day
- He or she answers "yes" to any of the symptoms listed above
- A member of their household or any close contact is confirmed to have COVID-19
- A member of their household is awaiting COVID-19 test results
- The student has been in close contact with a person who tested positive for COVID-19



- The student has been in close contact with a person who is awaiting COVID-19 results

Students with a pre-existing health condition that presents with specific COVID-19–like symptoms may not be excluded from entering the school building on the basis of those specific symptoms, if previously evaluated by a health care provider and those specific symptoms determined to not be due to COVID-19.

If excluded, students/parents/guardians and staff should call their healthcare provider for further directions.

A student who is excluded from school for exhibiting COVID-19 symptoms must remain at home until:

- 72 hours **after** the fever has resolved without the use of fever-reducing medication (e.g., Motrin, Tylenol) and respiratory symptoms have improved; and
- At least 10 days after symptoms first appeared (whichever is later)

Or they have a negative COVID-19 test and meet standard criteria to return to school or their health care provider provides written permission for the student to return to school.

Students who are excluded from school for the above reasons will:

- be marked absent excused for the first day of their exclusion; and
- be marked absent excused for the remainder of their required exclusion (quarantine) period.

### ***Dismissal Criteria***

In addition to full-day exclusion, a student who was admitted at arrival but begins exhibiting symptoms that are part of the arrival health screening will be sent home early from school. Families must arrange for their student to be picked up immediately.

### **Reporting Absences**

Families need to report all absences to the Front Office staff as soon as the need for absence is known. Additional information will be required for the absence to be excused (see below). If we do not receive notification of the absence in advance, we will call the family to ascertain the reason for the absence.

### ***Excused Absences***

All absences will be reported as unexcused absences unless the school receives the following documentation:

- Doctor note specifying the excused days;
- Religious holidays, as indicated by a parent note;
- Parent note indicating there is a family funeral – the student will be excused only for the day of the funeral unless extenuating circumstances apply;



- Court documents mandating a court appearance – the student will be excused only for the day(s) indicated on the court documents; or
- Parent note indicating that there is another reason for a student's absence. Up to 10 dates of absences can be excused by parent note each year. Absence dates after 10 parent notes are used are only excused with one of the other above note types.

Additionally, students will have an excused absence (full or partial day) when they exhibit symptoms of illness during school and are sent home by school staff or the student is required to quarantine as a result of current school or DC Health guidelines.

In addition to the specific instances outlined above, the school reserves the right to determine that an absence is excused at its discretion.

### ***Unexcused Absences***

All absences other than those noted above will be considered unexcused.

### ***Long term***

If your student is absent for a week or more, please contact the office immediately upon learning that your student will be missing school time. Please make arrangements with your student's classroom teacher for assignment completion. Depending upon the nature of the illness or emergency, students will be responsible for keeping up with their class work. If a student is absent for any reason for 10 consecutive days without parent/guardian notification, the student may be dropped from the roster. If a student has 10 unexcused absences (consecutive or nonconsecutive), we will report the situation to Child and Family Services, as required by D.C. law.

### **Early Dismissals**

If your student has a medical or dental appointment or a family emergency, requiring you to come to school requesting an early dismissal, please inform the Front Desk staff ahead of time. Families may not enter the building for early dismissal, due to COVID-19 precautions. Please try to arrange appointments for after school whenever possible. A student will be dismissed early only to a parent/guardian or other properly authorized and identified adult. Any adult who is not a legal guardian of a student must be listed on the student's file as an authorized pick-up in order for the student to be dismissed. The student's dismissal time will be logged into Infinite Campus as a record of the dismissal. We will honor early dismissal requests until 3:10 PM on Mondays, Tuesdays, Thursdays, and Fridays; and until 1:30 PM on Wednesdays.

### **Educational Neglect**



Educational neglect is the failure of a parent/guardian to ensure that a student attends school consistent with the requirements of the law including, without limitation, the failure to enroll a school-age student in an educational institution or provide appropriate private instruction; permitting habitual absenteeism from school; inattention to special education needs; refusal to allow or failure to obtain recommended remedial education services; or the failure to obtain treatment or other special education services without reasonable cause.

Upon information, reason, or belief that a school-age student who has been withdrawn from Ingenuity Prep has not been re-enrolled in a school following withdrawal from school or is not receiving private instruction, or if Ingenuity Prep suspects educational neglect for any reason, Ingenuity Prep must immediately:

- Report the issue to CFSA;
- Contact the Office of the Attorney General Juvenile Section (for students ages 5 – 13) or the Court Social Services Division of the Superior Court of the District of Columbia (for students over the age of 13);
- Notify the point person for attendance and truancy issues at the Office of the State Superintendent of Education (OSSE): Jessica Morffi, [Jessica.morffi@dc.gov](mailto:Jessica.morffi@dc.gov) 202-727-7207



## V. ARRIVAL AND DISMISSAL PROCEDURES

### Daily Schedule

The daily schedule is designed to intentionally maximize student learning by increasing teacher-student time and reducing time for class transitions. In SY22-23, students will have both in person and virtual learning schedules. A sample in person schedule is below.

- 7:30 a.m. – 7:50 a.m. - Building opens for before school.
- 8:00 – 8:20 a.m. – Breakfast is served. Building open for non-before school students
- **8:20 a.m. – Instruction Begins.** Students are required to be in their classroom or Morning Meeting (rather than in the cafeteria or hallways), ready to learn.
- School Day ends at 3:40 p.m. on Monday, Tuesday, Thursday, and Friday.
- School Day ends at 2:15 p.m. on Wednesday.
- After-school will continue until 6 p.m. every day.

### Student Arrival

#### ***For All Students - Breakfast***

All students will have the opportunity to eat free breakfast from 8:00 a.m. to 8:15 a.m.

### Pick-up/Dismissal

Parents and guardians who arrive to pick up their student at dismissal will wait at the designated outdoor location until 3:40 PM on regular school days and 1:00 PM on early dismissal days. At this time, all students will be released from the school building for pickup by parents/guardians or authorized pick-ups.

Each family will be required to show their pickup authorization through the SchoolPass app accessible via smartphone or web browser to ensure the safe dismissal for each student. All adults will be required to show an authorized SchoolPass pick-up pass to a member of the Ingenuity Prep team during dismissal. If whoever is picking up your student forgets the pass, s/he will be asked to check in with the front desk staff to receive a temporary pass for the day. Please note that all guests are subject to ID check and must be listed on your student profile as an authorized pick up in order to dismiss your child. Students will not be released to an adult who is not their legal guardian without an authorization from the Front Office staff. The office team will contact the legal guardians of a student to confirm any non-listed adult who wishes to pick up a student. Additionally, classroom teachers will refer any adult they do not recognize to the Front Office to confirm they are eligible to pick up that student from school.





Students who are in 3<sup>rd</sup> grade or above may dismiss themselves and be noted as an authorized pick up for other Ingenuity Prep students with parent/guardian permission. When a student has a signed dismissal form on file, they will be dismissed to leave school independently at the end of the formal school day. If a student who has a signed dismissal form on file is to be sent home from school before the end of the school day (such as when the student is sent home sick), Ingenuity Prep must speak with a parent/guardian by phone or in person before the student will be released.

For all other students, Ingenuity Prep requires that an adult dismiss each student each day. Students will not be dismissed and sent outside by themselves, nor are students who are enrolled in grades below 3<sup>rd</sup> grade allowed to dismiss themselves or siblings. In rare cases when a parent or authorized adult is injured and not able to enter the building to pick up a student, they may request that an Ingenuity Prep staff member meet them outside with their student(s). These requests should be made prior to 3:00 PM and will be reviewed on a case-by-case basis, and dismissals of this type will occur after the normal dismissal period and only when there is an available staff member to accompany the student(s) outside.

#### **Late Pick-ups**

Any student who is not picked up by 3:50 p.m. (or 2:30 p.m. on Wednesdays) will be signed into after-school by their classroom teacher. Families may incur additional after-school expenses.

#### **Extended Day**

Before- and after-school services are provided by Ingenuity Prep. Registration forms are available from the Ingenuity Prep website. All payments and fees for before- and after-school services are online; Ingenuity Prep staff cannot accept cash or check as payment for before- or after-school services.



## **VI. STUDENT INFORMATION**

### **Student Records**

Legal guardians of current Ingenuity Prep students may request their student's report cards, attendance records, and behavior logs through the Front Office. Quarterly student report cards and end of year student records will not be released or transferred until all student fees have been paid. Only people listed on the enrollment form, birth certificate, or on our emergency contact form as the legal guardian will have access to student records, report cards, attendance records, and behavior logs. If parental rights have been changed by court ruling, an original copy of custody orders must be provided in order for student records to be changed.

### **Educational Rights**

Ingenuity Prep participates in the McKinney-Vento Act's Homeless Children and Youth Program and ensures that any student experiencing homelessness or unstable nighttime residence receives full access to educational opportunities and services. Contact a Front Office staff member to speak to the Ingenuity Prep Homeless Liaison.

### **Student Privacy**

Ingenuity Prep will comply with all DC regulations regarding student privacy. We respect the privacy of all parents and students in regards to student records.

### **Health Records**

All pupils must be completely immunized or exempted before admission to any public, private, or parochial school in Washington, DC. The purpose of requiring immunization is to protect pupils from preventable communicable diseases and their medical and educational complications. It is essential that parents cooperate with the school in bringing all medical records up to date. In accordance with DC law, Ingenuity Prep shall not permit a student to attend school in-person for more than 20 school days without certification of immunization. Thank you in advance for your cooperation in helping us to protect your student.

### ***Immunization, Disease and Required Number of Doses***

1. Diphtheria - 4 doses
2. Tetanus – 4 doses
3. Poliomyelitis - (Oral 3 doses / Inactivated 4 doses)
4. Measles (Rubella) - Two doses of live attenuated measles vaccine at twelve months of age or older and a second dose no sooner than 30 days after the first dose, or serological (blood test) evidence of immunity to measles.



5. Mumps - 1 dose (administered on or after the first birthday, or Physician's Verification of Disease)
6. German Measles (Rubella) – 1 dose (administered on or after the first birthday, or a history of rubella confirmed by blood test)
7. Hepatitis B – 3 doses
8. Varicella (Chicken Pox) - 1 dose on or after first birthday or history of disease.

Two exemptions exist:

- Religious Exemption - Religious exemptions shall be submitted to the school each school year using the official DC Health Religious Immunization Exemption Certificate which may only be obtained directly at the DC Health headquarters front desk (899 North Capitol St. NE, Washington, DC 20002)
- Medical Exemption - Pupils need not be immunized if a physician or their designee provides a written statement that immunization may be detrimental to the health of the student. When the physician determines that immunization is no longer detrimental to the health of the student, the medical exemption ceases to be valid and the student must be immunized. Medical exemptions shall be signed or approved by a private physician, his or her representative, or the public health authority stating that the immunization is medically inadvisable for the student.

In the event of an outbreak of a disease for which the student is exempt from the requirement to be immunized, that student will be excluded from school until a competent medical authority determines that the student may return.



## **VII. INTERNET SAFETY & USAGE POLICY**

### ***Introduction***

It is the policy of Ingenuity Prep Public Charter School to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

### ***Definitions***

Key terms are as defined in the Children's Internet Protection Act.\*

\*

### ***Access to Inappropriate Material***

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.

Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

### ***Inappropriate Internet Usage***

To the extent practical, steps shall be taken to promote the safety and security of users of the Ingenuity Prep online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

### ***Education, Supervision and Monitoring***

It shall be the responsibility of all members of the Ingenuity Prep staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.



Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of Chief Financial & Operating Officer.

[For schools only] The Director of Data or designated representatives will provide age- appropriate training for students who use the Ingenuity Prep Internet facilities. The training provided will be designed to promote the Ingenuity Prep’s commitment to:

- a. The standards and acceptable use of Internet services as set forth in the Ingenuity Prep’s Internet Safety Policy;
- b. Student safety with regard to:
  - i. safety on the Internet;
  - ii. appropriate behavior while on online, on social networking Web sites, and in chat rooms; and
  - iii. cyberbullying awareness and response.
- c. Compliance with the E-rate requirements of the Children’s Internet Protection Act (“CIPA”).

Following receipt of this training, the student will acknowledge that he/she received the training, understood it, and will follow the provisions of the District's acceptable use policies.

### ***Adoption***

This Internet Safety Policy was adopted by the Board of Ingenuity Prep Public Charter School at a public meeting, following normal public notice, on June 15, 2022.



## VIII. UNIFORMS/DRESS CODE

It is the expectation that all students come to school in *full uniform* each day. Why do we take uniforms so seriously?

- **Uniforms unite us.** We believe uniforms unite us as a community, serving as a visual reminder that we have a shared mission - to prepare students to be successful in college and beyond as impactful civic leaders.
- **Uniforms reduce distractions and clothing competition.** Uniforms reduce the likelihood that any student will be disparaged, stigmatized, or made to feel bad about his/her clothes.
- **Uniforms look professional.** When our students are well-dressed in sharp uniforms, they signal to the world that they are serious about their education - and serious about becoming strong civic leaders.

In the event that a uniform-related issue arises, Ingenuity Prep is solely responsible for making all determinations as to whether a clothing article or accessory adheres to the Uniform Guidelines. We reserve the right to make any changes to the Uniform Guidelines and the related consequences, as we determine is necessary, at any time.

See Appendix M for full SY23-24 Uniform Guide.



## IX. ADMISSIONS

### Enrollment

Ingenuity Prep is open to all students in the District of Columbia. Ingenuity Prep participates in the MySchoolDC common application and lottery process. Applications will only be accepted through the MySchoolDC process. Interested families can learn more at [myschooldc.org](https://myschooldc.org).

### Age Requirements for Admission

Students must meet the age requirements below for their grade by September 30<sup>th</sup> of the current school year:

Grade	Age
PreK3	3
PreK4	4
Kindergarten	5
1 <sup>st</sup> Grade	6
2 <sup>nd</sup> Grade	7
3 <sup>rd</sup> Grade	8
4 <sup>th</sup> Grade	9
5 <sup>th</sup> Grade	10
6 <sup>th</sup> Grade	11
7 <sup>th</sup> Grade	12
8 <sup>th</sup> Grade	13

For students entering 1<sup>st</sup> Grade or above, proof of successful completion of the prior grade (as demonstrated by a report card from the prior school) may be provided if a student does not meet the age cut requirement. Additionally, report cards may be requested for students entering 1<sup>st</sup> Grade or above to ensure that students successfully completed the prior grade. Ingenuity Prep reserves the right to make final determination of grade placement for students who are below the age cut-off for the grade they applied to.



### **Lottery**

Ingenuity Prep participates in the MySchoolDC common application and lottery process. Applications will only be accepted through the MySchoolDC process. Interested families can learn more at [myschooldc.org](https://myschooldc.org).

### **Residency Verification**

All guardians must prove DC residency by their enrollment deadline. If there are any residency disputes, the guardian has one week to submit the additional documentation. If residency cannot be proven by this time, the student may be disenrolled. DC residency must be proven by the legal guardian. If anyone besides the birth mother or birth father is proving residency, legal documentation must be submitted proving guardianship. Ingenuity Prep may report potential non-residents to the Office of the State Superintendent of Education (OSSE) for a residency investigation upon receiving evidence that a family is not living in the District of Columbia.

Acceptable DC Residency documents are defined by the Office of the State Superintendent (OSSE), and are available at <https://osse.dc.gov/page/office-enrollment-residency-supporting-families-students>. All documentation needs to include the enrolling adult's full name and full DC address, including street address, unit numbers, city quadrant, and zip code. Some documents need to meet additional criteria to be accepted for DC residency.

### **Sibling Preference**

The DC Charter Law states that siblings of enrolled students may receive preference for admissions. Thus, if a family of an enrolled student would like a sibling to attend Ingenuity Prep, the family must submit a completed application via My School DC prior to the lottery deadline. Siblings of enrolled students will receive a preference over applicants from new families. This preference must be requested in the My School DC application and verified by Ingenuity Prep before the lottery deadline.

For application and enrollment, Ingenuity Prep defines a sibling as a child who shares a biological parent, legal guardian, or parent by marriage with a student at Ingenuity Prep, or lives in the same household as an Ingenuity Prep student with a different primary caregiver than the primary caregiver of the Ingenuity Prep student. This relationship can be shown with a birth certificate or, in cases of legal guardianship or parent by marriage, with a birth certificate in combination with marriage certificate or court documentation in order for Ingenuity Prep to verify the sibling preference. Students who request sibling preference due to sharing a household but not caregivers must demonstrate their shared address using documents that are acceptable for DC Residency Verification. Please note that, in the event that documents that prove shared legal guardianship or meet DC Residency Verification requirements are not available, sibling preference may be denied. Siblings of currently-enrolled (returning) students will receive first priority in the lottery. Siblings of newly-accepted or newly-enrolled





students will receive second priority in the lottery. If a student applies through the common lottery with a sibling preference, Ingenuity Prep reserves the right to deny the preference when appropriate documentation is not provided. If a sibling preference is denied, the student's application will remain in the lottery with other non-sibling applicants.

### **Other Preferences**

In accordance with federal and D.C. regulations, Ingenuity Prep gives admissions preference to the students of staff and school founders. The use of these preferences, however, may constitute only a small percentage of the student body.

Child of staff preference is available to the children of all employees who have a signed offer letter for the year their student is applying to attend Ingenuity Prep. In the event that offer letters have not been generated at the time of application, staff preference will be granted when the staff member is in good standing. Staff preference is available to students when the qualifying Ingenuity Prep staff member is eligible to enroll the student under DC Residency requirements *or* the staff member is married to an adult who is eligible to enroll the student under DC Residency requirements. Enrollment based on children of staff preference may not exceed 10% of the total student population.

Child of founders preference is available to the children of all Ingenuity Prep SY13-14 employees and board members, when is available to students when the qualifying Ingenuity Prep founding staff member or board member is eligible to enroll the student under DC Residency requirements *or* the founding staff member or board member is married to an adult who is eligible to enroll the student under DC Residency requirements. Enrollment based on child of founders preference may not exceed 10% of the total student population or 20 students, whichever is less.

### **Waiting List(s)**

Ingenuity Prep participates in the MySchoolDC common application and lottery process. Waitlists are managed through the MySchoolDC website. Interested families should visit [myschooldc.org](http://myschooldc.org) to learn more.

### **Re-enrollment**

Parents are required to re-enroll their student each spring for the following school year and, by DC law, must submit annual proof of residency. The re-enrollment process at Ingenuity Prep begins on the day that MySchoolDC lottery results are released and concludes on May 1. A student's place at Ingenuity Prep for the following year is not secure until all required paperwork has been completed. A student whose paperwork is incomplete at the day of the deadline may forfeit their seat for the following school year.



Families who miss the re-enrollment deadline but wish to enroll their students should contact a member of the Front Desk team as soon as possible. Ingenuity Prep will maintain a re-enrollment waitlist for families who request a seat. Available seats will be offered to students on the re-enrollment waitlist before being offered to new students. The re-enrollment waitlist will include a preference for siblings of students who have completed re-enrollment or with an active offer of re-enrollment. After the sibling preference is applied, seats will be offered on a first-come, first-served basis.

Ingenuity Prep begins accepting applications for new students in mid-December, with a lottery date in March. Siblings of current Ingenuity Prep students receive preference in the admissions process/lottery. Please see the definition of siblings above.

### **Dis-enrollment**

If you find that you need to dis-enroll your student for any reason, including relocating outside of Washington DC, please follow the below steps:

1. Notify the Front Office staff of your intent to dis-enroll him or her.
2. Schedule a meeting with the CEO or his/her designee to discuss your reason for leaving and to fill out the Dis-Enrollment Form.
3. If necessary, complete a Records Request Form in the Front Office. Student records files can take up to 3 business days to compile.

If a student leaves the school before the Disenrollment Form has been submitted to the Front Office, those absences will be marked as unexcused. In addition, student records will not be released to a new school without parental consent, which is given on the Disenrollment Form.

It is important to make this decision with great care. Once a student has disenrolled, returning to Ingenuity Prep requires that a new application be submitted through the MySchoolDC lottery. Former students do not receive preference in the lottery or on the waitlist.

### **No-Show Policy**

Ingenuity Prep is committed to open enrollment for all students who are residents of D.C. and making offers to waitlisted students in a timely fashion. As such, students who are no-shows at the beginning of the school year may forfeit their enrollment at Ingenuity Prep.

A no-show is a student who misses three or more of the first 5 days of school or 5 or more of the first 10 days of school without a parent or medical note. If your student will not be able to start school on time or will miss several days in the first two weeks, please be sure to communicate the reason for the absence to the Front Desk team as soon as possible.





## **X. SCHOOL CLOSINGS AND EMERGENCIES**

### **Snow Closings and Inclement Weather Policy**

#### ***One and Two Hour Delays***

- If DCPS opens 1 hour late, Ingenuity Prep will open at 9:00 a.m. for breakfast and instruction will begin at 9:20 a.m. Before-school care will not be provided.
- If DCPS opens 2 hours late, Ingenuity Prep will open at 10:00 a.m. for breakfast and instruction will begin at 10:20 a.m. Before-school care will not be provided.

#### ***Emergency School Closings***

- If DCPS is closed, Ingenuity Prep will be closed.
- If DCPS is open, Ingenuity Prep is open.
- If Ingenuity Prep needs to open, close, delay an opening, or close early when DCPS does not, we reserve the right to do so. Please watch channels NBC 4, ABC 7, and News Channel 8 for Ingenuity Prep closings or delays.
- In addition to local news stations, Ingenuity Prep will report closings through a robocall to all families, on the [ingenuityprep.org](http://ingenuityprep.org) website, via a DeansList announcement, on our Twitter feed, and on our Facebook page.
- If the weather or road conditions in your neighborhood precludes you from getting your student to school, please notify the school as soon as possible.

#### ***Emergency Early Dismissal***

- If DCPS has an early dismissal: Ingenuity Prep may not dismiss at the same time as DCPS. Call (202) 562-0391 or refer to the school's website, Twitter, or Facebook pages.

#### ***Non-emergency Closings***

- If DCPS has an early dismissal or closure due to non-emergency situations (i.e. Parent Teacher conferences) Ingenuity Prep may not dismiss at the same time as DCPS. Call (202) 562-0391 or refer to the school's website, Twitter, or Facebook pages if you have any questions.

### **Student Life Safety Procedures**

#### ***Emergency Contact Information***

Access to up-to-date contact information at all times for each student is essential to our students' safety. In the event of an emergency, the Front Office will call an ambulance before calling the parents/guardians. Emergency medical forms for each student are on file in the event of an emergency. Parents/guardians should ask to review their student's medical forms if they have questions or need to make changes.



### ***Security***

To maximize time for student learning and development, Ingenuity Prep will be a safe, orderly, and organized school. School-wide expectations for student and adult behavior will be clear and actions taken will be consistent, respectful, and developmentally appropriate. A staff member will be at the reception desk or in the lobby from 7:00 am to 6:00 pm each day to properly direct any visitors.

### **Emergency Contingency Plan**

In the event of an emergency (e.g., a lock-down or evacuation of the building) our main concern is the safety of our students and staff. Parents will be called and notified as to the status of the situation, location of their student, and status of the scheduled activities for the day as soon as possible given the situation. It is of utmost importance that we have correct contact information at all times. If your phone numbers change, please notify the Ingenuity Prep Front Office and a staff member will update our records.

If the campus must be evacuated, all students on the back hallway will exit out of the rear of the building and will gather on the back parking lot. All students on the front hallway will exit out of the front of the building and will gather on the near sidewalk immediately north of the school building.

### **Fire Drills**

Fire drills are conducted monthly to prepare staff and students for a safe and orderly evacuation of the building in case of an emergency.

## XI. SUPPORTING STUDENTS AND FAMILIES

### Promotion Criteria

#### **PreK Policy**

Ingenuity Prep does not retain students in PreK-3 and PreK-4.

#### **K-4 Policy**

In grades K-4, in determining whether a student will be promoted to the next grade or retained in the current grade, the key factor is whether or not the student is reading on grade level according to Ingenuity Prep's key benchmarks for each grade. In K-4, we will use the end-of-year grade level Fountas and Pinnell (F&P) score to make this determination. Our retention/promotion policy is as follows:

- **Guaranteed Promotion**
  - Promotion is guaranteed if the student has achieved or exceeded the end-of-year F&P grade-level benchmark (see below).
- **Likely Promotion**
  - In Kindergarten, students that fall within two reading levels of the grade level F&P benchmark will also likely be promoted.
  - In grades 1-4, students that fall within three reading levels of the grade level F&P benchmark will also likely be promoted.
- **Likely Retention**
  - In Kindergarten, students falling three or more reading levels below the grade level F&P benchmark will likely result in retention.
  - In grades 1-4, students falling four or more reading levels below the grade level F&P benchmark will likely result in retention.

#### **EOY Independent Reading Level Benchmarks for Fountas and Pinnell**

Grade	Guaranteed Promotion Benchmark	Minimum Promotion Benchmark	Likely Retention Benchmark
K	C	A	AA
1st	I	F	E or below
2nd	L	I	H or below
3rd	O	L	K or below

4th	R	O	N or below
-----	---	---	------------

We generally consider these extenuating factors to be strong enough to make an exception to our promotion and retention policy:

- Student has an IEP and is meeting or making adequate progress toward the outlined goals
- Student has already been retained once in the last four years.
- Student has not met the end-of-year reading benchmark but has scored above the 50th percentile on at least 3 of 4 Interim Assessments.
- Student's social and emotional skill development may benefit from retention.

### **Middle School (5th-8th) Policy**

In Middle school an average of 60% or higher is considered passing, while a grade of 59% or lower is considered failing. In determining whether a student will be retained in the current grade, we consider student grades in their four core classes: ELA, Math, History, & Science. Our retention/promotion policy is as follows:

- **Guaranteed Promotion**
  - A student will be promoted if they do not fail any of their core classes.
- **Likely Promotion**
  - A student is likely to be promoted if they fail only 1 core class per quarter.
- **Likely Retention**
  - A student will likely be retained if they fail 2 or more core classes in two or more quarters.

We generally consider these factors to be strong enough to make an exception to our promotion and retention policy:

- Student has an IEP and is meeting or making adequate progress toward the outlined goals.
- Student has already been retained once in the last four years.

### **Students with Disabilities**

If a student is consistently not making progress toward their IEP goals, the IEP team should meet at least once throughout the year to adjust services to better meet the student's needs. If the student fails to make adequate progress and is being considered for retention, the IEP team should meet to determine the best path. For retained students, the team should meet again before the start of the next school year to review the IEP and make the necessary revisions.



### **Communicating Retention/Promotion in Doubt to Parents and Students**

We believe in communicating early and often with families of students who are at risk of non-promotion. Our hope in doing so is that early communication will lead to families and students making adjustments that lead to students succeeding and earning promotion to the next grade. In cases where a student is ultimately retained, clear communication throughout the year ensures the decision feels fair and comes as no surprise. At a minimum, parents of promotion in doubt students will receive a letter informing them of their child's status at the end of each quarter, starting at the end of quarter 2. Final retention decisions will be made and communicated at the end of quarter 4 Interim Assessments.

### **Ongoing Monitoring & Intervention**

Teachers and instructional leadership will, on an ongoing basis, monitor students' performance data to gauge promotion and retention probability. Students in danger of retention will receive "deep dive" analysis and intervention planning with the school's Student Support Team (SST). In early spring, Ingenuity Prep will notify parents of students who are candidates for retention. By the end of the school year, final retention decisions will be made and communicated to parents.

### **IEPs and Special Education**

#### ***Introduction***

Ingenuity Prep is committed to providing students with disabilities with a free and appropriate public education (FAPE). In accordance with Federal and District of Columbia laws, policies and procedures, Ingenuity Prep has fully implemented the following:

- Child Find practices to identify and evaluate children who may have a disability;
- Initial eligibility and re-evaluation guidelines which are in compliance with both IDEA and OSSE regulations;
- Individualized Education Programs for eligible students with disabilities which provide special education and related services in the least restrictive environment (LRE);
- Continuum of alternative placements as defined by IDEA to meet the needs of students with disabilities and related services;
- Policies to prohibit discriminatory practices against students with disabilities.

Ingenuity Prep operates as a local education agency (LEA) in order to provide the maximum flexibility needed to service students with special needs. Ingenuity Prep is also a member of the D.C. Cooperative on Special Education. The Cooperative provides technical assistance, access to best practices, and introductions to needed specialists. Ingenuity Prep uses both school based and contracted service providers for evaluation and related services. All school based and contracted clinicians must hold appropriate licensures and certifications, participate in clinical supervision meetings as needed, comply with Medicaid requirements, and are trained and prepared to use EasyIEP (as the OSSE training schedule allows).





### ***Program Overview***

At Ingenuity Prep policies and procedures are put in place so all students with disabilities who are in need of special education and related services are identified, located and evaluated. An integral part of Ingenuity Prep's educational philosophy is to provide students with high quality services in the least restrictive environment. To meet this goal, Ingenuity Prep is committed to the following best practices:

- Every student's progress on both academic and social and emotional needs is the responsibility of every staff member;
- Using best pedagogical practices to increase student achievement in reading, writing, and math;
- Providing the necessary social and emotional supports so that every student meets character, leadership, and behavior goals;
- Involving families as essential partners at every step from enrollment to graduation;
- Supporting families by connecting them to community and educational resources necessary to ensure attainment of the student's goals;
- Providing teachers with the resources, training, and assistance necessary to support them in teaching all students;
- Making necessary accommodations and modifications and implementing necessary supplementary aides and services for students with special needs;
- Implementing appropriate Child Find procedures;
- Aligning IEP goals with the general education curriculum to ensure access, authenticity and relevance;
- Educating a student in the least restrictive environment, removing them from the general education setting only when doing so is necessary to provide appropriate instruction;
- Providing students with a continuum of educational placements in order to ensure the provision of FAPE.

### ***Homeless Students***

The rights of homeless students are protected under the federal law known as the McKinney-Vento Education for Homeless Children and Youth Act. This law ensures that homeless children have access to the same free and appropriate public education as other children. Under this law, if a child who is enrolled at Ingenuity Prep is or becomes homeless while enrolled at the school, the law provides that the child may continue to be enrolled at Ingenuity Prep for the duration of his/her homelessness. In addition, homeless children have the right to transportation to ensure that they are able to continue attending their school of origin.

Ingenuity Prep will also work with homeless children and their families to ensure that they receive all supports and services for which they may be eligible. Parents of homeless students may inquire about these supports at the Front Office or ask to speak with the homeless liaison.



Please see Appendix F for more details on the Educational Rights of homeless students and youth.



## **XII. FIELD TRIPS**

Field Trips are one of the many ways we reward students who are doing the right things. The school reserves the right to exclude students from field trips.

### **Walking**

When your student first enrolls at Ingenuity Prep you will be asked to sign a walking permission slip which allows your student to leave the building, on foot, under the supervision of a school employee. This permission slip allows the student to walk to nearby playing fields, libraries, and other educational activities for the duration of their time at Ingenuity Prep.

### **Local Field Trips**

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



### **XIII. TRANSPORTATION**

Ingenuity Prep Public Charter School does not provide transportation to and from school. Students are transported by their parents, walk, or make use of the public Metro system. If special transportation via a private bus is required for field trips or other school experiences, parents will be notified by a permission slip sent home by teachers that must be signed by the student's parent/guardian to enable his or her participation.



#### **XIV. APPENDICES**

- A. NCLB COMPLAINT RESOLUTION POLICY
- B. TITLE I PARENTAL INVOLVEMENT POLICY
- C. NCLB RIGHT TO KNOW
- D. DISCLOSURE OF STUDENT RECORDS UNDER THE FAMILY EDUCATIONAL RIGHTS PRIVACY ACT (FERPA) POLICY
- E. NOTIFICATION OF RIGHTS UNDER PPRA
- F. HOMELESS CHILDREN AND YOUTH PROGRAM
- G. NOTICE OF NON-DISCRIMINATION
- H. TITLE IX STUDENT SEXUAL HARASSMENT & SERVICES FOR PREGNANT STUDENTS POLICIES
- I. TRUANCY POLICY
- J. DISCIPLINE POLICY
- K. DISCIPLINE OF STUDENTS WITH DISABILITIES
- L. SY23-24 ACADEMIC CALENDAR
- M. SY23-24 UNIFORM GUIDE
- N. OPEN MEETINGS POLICY
- O. USDA NON-DISCRIMINATION POLICY
- P. APPLETREE STATEMENT OF PARTNERSHIP
- Q. PREVENTING AND ADDRESSING STUDENT-ON-STUDENT ACTS OF SEXUAL HARASSMENT, SEXUAL ASSAULT, AND DATING



## **APPENDIX A – OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION NCLB COMPLAINT RESOLUTION POLICY**

### **INTRODUCTION**

The Federal No Child Left Behind (NCLB) Act of 2001, Title IX Part C, Sec. 9304 (a)(3)(C) mandates that the State Educational Agency (SEA) adopt written procedures for the “receipt and resolution of complaints alleging violations of law in the administration of the programs.”

### **PURPOSE**

To establish guidelines for resolving complaints regarding operations of programs authorized under NCLB in a fair and timely manner. This section describes the process for resolving complaints by individuals or organizations that a local educational agency (LEA,) the DC SEA, or a grantee that is administering any of the NCLB programs have violated any related state or federal law, rule, or regulation.

### **AUTHORIZATION**

These procedures for resolving complaints are authorized under 20 U.S.C. 7844 and 20 U.S.C. 7883.

### **APPLICABILITY**

Complaints may be submitted using the procedures detailed in this document. This complaint resolution procedure applies to all NCLB State entitlement or discretionary programs administered or monitored by the SEA and may be used by SEA offices, LEA offices (within the DCPS or DC public charter schools), subgrantees who are administering a NCLB program, or those served by NCLB programs.

### **POLICY STATEMENT**

It is the policy of the SEA to investigate all allegations of noncompliance with state or federal law, rules or regulations, but it is expected that all reasonable attempts be made first to resolve the complaint at the local level where services to students are being implemented.

In order to initiate a complaint that an **administrative entity (AE)** is not in compliance, a complainant must submit a written, signed document that (1) describes the pertinent facts; (2) identifies the alleged violations of the law; (3) recommends how the complainant would have the AE resolve the complaint, and (4) provides an explanation of the outcome or (5) evidence that some attempt was made to have issue resolved at the appropriate local level.

### **COMPLAINANTS**

Complainants can include public agencies, parents, teachers, administrators or other individuals, organizations or stakeholders involved with an activity, program, or project operated under one of the NCLB grants.



**DEFINITION OF A COMPLAINT** A “complaint” is a written signed statement filed by an individual or an organization. See the **POLICY**

**STATEMENT** for details of the content of the statement.

#### **PROCESSING ENTITY**

The complaint must be mailed to the appropriate AE office at the local level. If the local entity cannot resolve the complaint, the complaint should be forwarded to Victor Vyfhuis, Executive Director at the Office of Federal Grants Programs (OFGP)/SEA, DC Public Schools, 825 North Capital Street, NE, 8<sup>th</sup> Floor, Washington, DC 20002. If the complaint pertains to an LEA or subgrantee in the District of Columbia, OFGP will investigate the complaint. If the complaint pertains to OFGP or any other State office, OFGP will send the complaint to the Deputy Chief State School Officer for investigation.

#### **COMPLAINT RECEIVED BY THE AE**

Complaints are to be responded to from receipt to closure within 60 **business days**.

The AE will issue a **letter of acknowledgement** to the complainant within 14 calendar days of receipt of a complaint. The letter will include the following information:

- The date the office received the complaint;
- How the complainant may provide additional information;
- The name of the assigned **complaint investigator (CI)**; and
- Timelines for the resolution of the complaint. If the complaint involves an LEA, OFGP will also send a copy of the **letter of acknowledgement** to the LEA local superintendent or corresponding administrator.

#### **PROCESS FOR INVESTIGATING COMPLAINTS**

- The complaint will include all information specified in the policy statement
- The assigned CI will review the facts and circumstances of the complaint. Upon receipt of a written complaint, a **record** of the source and nature of the complaint, including the applicable program involved in the complaint, statute violated and facts on which the complaint is based will be initiated.
- **A Letter of Allegations** will be developed after contact with the complainant and AE has been made. The **Letter of Allegations** will 1) identify the complainants alleged issues (i.e., which specific federal or state law or regulation related to the provision of services was violated 2) identify the documentation the AE will need to provide in order to assist the CI in making a determination of compliance or noncompliance and 3) indicate the date the AE will need to submit a written response to the CI.



- An on-site, compliance monitoring visit will be conducted if necessary, including a publicly announced meeting to hear testimony from all interested parties, if the CI determines such a meeting is needed.
- A determination will be made as to whether a violation of law or regulation has occurred.
- If the CI determines a violation has occurred, the AE will be required to take corrective action to return to compliance. Timelines for completion of the corrective action must be submitted to the office of the CI.
- If a violation has occurred, it will be determined whether a sanction will be applied or Title program funds need to be returned (the amount of funds to be returned will be specified).
- All parties will be notified of the results of the review and determinations.
- If the CI determines that no violation of law or regulation has occurred, the AE will attempt to resolve or negotiate programmatic concerns with the complainant
- Once a determination is made (consistent with federal and/or state and/or rules/regulations), the complaint investigator will develop a **Letter of Findings** to address whether or not the AE is in compliance. **The Letter of Findings** will be sent to the AE and to the complainant. The letter will either contain a statement that explains the need for corrective action, or will state that the office of the CI does not sustain the complaint. If the CI finds an additional violation, which was not cited in the original **Letter of Allegations** that finding may be added to the **Letter of Findings**.
- When there are exceptional circumstances present with regard to a particular complaint an extension of time may be granted to complete the investigation.

#### **FORMAL COMPLAINTS REGARDING PARTICIPATION OF PRIVATE SCHOOL CHILDREN**

Complaints regarding the participation of private school children in NCLB programs will be handled using the same process, described above. Additionally, the U.S. Secretary of Education will be notified of such a complaint at the time it is received by the SEA.

NCLB provides that private school officials have the right to formally complain to the SEA if they believe an LEA did not engage in consultation that was meaningful and timely, or if the LEA did not give due consideration to the views of the private school officials. Any complaint involving the poverty data on private schools may also be addressed to the SEA. Private school officials with concerns should send their written complaints to the OFGP State office.

#### **APPEALS TO THE U.S. DEPARTMENT OF EDUCATION**

Following formal resolution at the SEA level or lack of resolution within a reasonable period of time, the complainant may appeal the SEAs decision to the U.S. Secretary of Education within 30 days. The Secretary then would investigate and issue a letter of finding within 120 days after receipt of the appeal.





## **APPENDIX B - INGENUITY PREP TITLE I PARENTAL INVOLVEMENT POLICY**

Ingenuity Prep recognizes that parent involvement is vital to achieve maximum educational growth for students in Title I programs. Therefore, in compliance with the No Child Left Behind parental involvement requirements, Ingenuity Prep shall meet with parents to provide information regarding their school's participation in the Title I program and its requirements.

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

Ingenuity Prep will ensure equivalence among schools in teachers, administration, and other staff and in provisions of curriculum materials and instructional supplies.

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

### **Parental Involvement Policy**

A parental involvement policy shall be developed jointly and agreed upon with parents of participating students. Ingenuity Prep shall ensure:

1. Involvement of parents in the joint development of the Ingenuity Prep 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 student 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, including the requirements of other NCLB title programs, as provided by law.
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.

Ingenuity Prep prepares students to succeed in college and beyond as impactful civic leaders.



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 I-A 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.

Ingenuity Prep 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.

Ingenuity Prep's policy shall be adopted by the Ingenuity Prep 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 students 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.

Ingenuity Prep 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.

More information on OSSE's Policy for Complaint Procedures can be found here:  
<https://osse.dc.gov/publication/policy-complaint-procedures-elementary-secondary-education-act-programs-and-competitive>



**APPENDIX C - NO CHILD LEFT BEHIND PARENT'S RIGHT TO KNOW TEACHER QUALIFICATIONS  
(COMPLIANCE WITH P.L. 107-110, SECTION 1111(H)(6)(A))**

The Federal *No Child Left Behind* Act of 2001 requires school districts that receive federal Title I funding to notify parents of their right to know the professional qualifications of the classroom teachers who instruct their child. As a recipient of these funds, Ingenuity Prep will provide you with this information in a timely manner if you request it. Specifically, you have the right to request the following information about each of your child's classroom teachers:

- Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects he or she teaches.
- Whether the teacher is teaching under emergency or provisional status because of special circumstances.
- The teacher's college major, whether the teacher has any advanced degrees, and the field of discipline of the certification or degree.

Whether paraprofessionals provide services to your child and, if so, their qualifications. Ingenuity Prep is committed to providing quality instruction for all students and does so by employing the most qualified individuals to teach and support each student in the classroom. If you would like to receive any of the information listed above for your child's teacher, please contact Ashanti Herndon, Chief Financial & Operating Officer at 202-562-0391 or the CEO.



## **APPENDIX D - DISCLOSURE OF STUDENT RECORDS UNDER THE FAMILY EDUCATIONAL RIGHTS PRIVACY ACT (FERPA) POLICY**

**Purpose:** To clarify the restrictions on disclosure of students' education records under the Family Educational Rights Privacy Act ("FERPA") for Ingenuity Prep Public Charter School (the "School:") and its employees.

**Policy:** The School may not release personally identifiable information contained within student education records to a third party unless such release is expressly permitted under FERPA. A student's education records under FERPA include all records directly related to the student and which are maintained by the School. Records covered by FERPA therefore include, but are not limited to: grades, report cards, transcripts, attendance information, academic appeals, and records of any disciplinary proceedings. This list is not exhaustive and is provided only as an example of the wide range of information considered to be an "education record" under FERPA.

### **Definitions:**

**Eligible Student:** A student 18 years of age or over.

**Parent:** A parent or legal guardian of a student at the School. (The legal guardian of a student includes any individual or entity acting as a parent in the absence of a parent or guardian, including, but not limited to, any governmental agency or third party who is granted custody, care and control of a child or granted legal custody pursuant to a court order.)

**PCSB FERPA Contact:** Staff member or designee of D.C. Public Charter School Board ("PCSB") designated as the School's point of contact on FERPA-related issues and compliance.

### **Procedures:**

#### Disclosure

The School will protect the privacy of all student education records and will not disclose personally identifiable information within student education records to anyone other than the Parent or Eligible Student unless (1) the Parent or Eligible Student has provided prior written consent to such disclosure using the attached "Consent to Disclose Student Education Records" form; (2) the information to be disclosed has been classified as "directory information" in the School's annual FERPA notification (described further below); or (3) the disclosure is permitted under one or more FERPA exceptions, some of which are presented below, but must be specifically determined to apply in a particular circumstance by the School's administration before the disclosure occurs.

#### Consent to Disclose Student Education Records Form ("Consent Form")

Ingenuity Prep prepares students to succeed in college and beyond as impactful civic leaders.



Unless the requested records are not covered by FERPA, have been classified “directory information” in the annual FERPA notification, or another exception applies, a Parent, or Eligible Student must provide advance written permission to release the student’s education records to an outside third-party. The Parent’s or Eligible Student’s permission must be given through completion of the attached Consent Form. No information may be released beyond the scope of the permission as indicated in the form.

Once completed, the signed Consent Form will be kept in the School’s office. Parents or Eligible Students may revise their consent at any time during the year by completing a new form. No form shall be effective for more than one academic year.

### Directory Information

#### *Allowable Information*

The School may disclose student information that has been classified as “directory information” in its annual FERPA notification. Directory information refers to information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed.

Directory information includes, but is not limited to, the following student information:

1. Student name
2. Address and telephone number
3. E-mail address
4. Photograph
5. Date and place of birth
6. Grade level
7. Dates of attendance
8. Participation in officially recognized activities and sports
9. Weight and height of members of athletic teams
10. Degrees, honors, and awards received

Directory information cannot include a student’s Social Security number. A student’s ID number or user ID can be considered directory information, but only if that identifier cannot be used to gain access to the student’s education records without utilizing a password or personal identification number.

#### *Annual FERPA Disclosure Regarding Directory Information and Opt Out Option*

Ingenuity Prep prepares students to succeed in college and beyond as impactful civic leaders.



In order for the School to disclose directory information, it must first provide public notice in an annual FERPA notification to Parents and Eligible Students of the following:

1. The types of personally identifiable information that is designated as directory information;
2. A Parent's or Eligible Student's right to refuse the designation of any or all of those types of information about the student as directory information; and
3. The period of time within which a Parent or Eligible Student has to notify the School in writing that he or she does not want any or all of those types of information about the student designated as directory information.

The required annual FERPA notification can be provided within other informational documents sent by the School or as separate School correspondence.

A parent/guardian may opt out of directory information being released by submitting a written request to [admissions@ingenuityprep.org](mailto:admissions@ingenuityprep.org).

### Exceptions

#### *Allowable Disclosures*

There are several exceptions that permit the release of student education records under FERPA. The following are some common examples of parties who can receive disclosures without the student's written consent in a manner that does not violate FERPA:

- A contractor, consultant, volunteer to whom the School has outsourced institutional services or functions, if the party is under the direct control of the School and has met the Third-Party Requirements described below.
- Other schools, school districts or institutions of postsecondary education in which the student is seeking to enroll or to transfer credits.
- Authorized representatives of the DC Public Charter School Board (PCSB), the District of Columbia Office of the State Superintendent of Education ("OSSE"), U.S. Department of Education ("DOE"), the U.S. Attorney General ("AG"), or the U.S. Comptroller General ("USCG") for audit, evaluation, or compliance activity with respect to Federal or state education programs.
- Organizations conducting studies for, or on behalf of, the Board, a School, or another governmental entity provided such organization has met the Third-Party Requirements described below.
- Schools' accrediting agencies.
- To appropriate parties, if necessary to protect the health or safety of a student or other individuals.

Ingenuity Prep prepares students to succeed in college and beyond as impactful civic leaders.



- To comply with a judicial order or lawfully issued subpoena.

Responses to requests for student records can be made to the third-parties identified above. School staff must notify the PCSB FERPA Contact prior to the release of these records, provided that such notification is feasible. Schools must within 15 days of such release provide the PCSB with a brief description of such release via upload to AOIS.

#### *Recordkeeping Requirements*

A record of any disclosure must be made in students' education records, which describes: (1) the party or parties who received the students' records; and (2) the legitimate interests of the party or parties had in requesting and obtaining the information. In the event that the disclosure is to an authorized representative of the PCSB, School, OSSE, the DOE, AG, or USCG, the record of the disclosure may be made by class, school, or other appropriate grouping. (For example, if OSSE requested all student records from the School, a record could be made indicating that the entire School's student records were provided, rather than placing a record in each student's file.)

#### *Notification Requirements*

If the School receives a judicial order or lawfully issued subpoena, there are certain notification requirements it must make before disclosing the students' records. The Parent or Eligible Student must be notified of the order or subpoena in order to give an opportunity to seek protective action. Before disclosing student education records pursuant to a judicial order or lawfully issued subpoena, please consult with School counsel.

#### *Third-Party Requirements*

If the School discloses student records that contain personally identifiable information to an authorized representative, such as a contractor, consultant or research organization, a written agreement must be entered into. The agreement must specify the following:

1. The designated official or entity that constitutes an authorized representative;
2. The type of student records to be disclosed to the authorized representative;
3. The purpose for which the student records are being disclosed;
4. A requirement that the authorized representative must destroy any personally identifiable information when it is no longer needed for the purpose specified, and a time period in which the information will be destroyed; and
5. Policies and procedures to protect personally identifiable information within the students' records from re-disclosure and unauthorized use by the authorized representative.

If charter school staff are contacted by a party purporting to be an authorized representative of the PCSB, OSSE, the DOE, AG, or USCG requesting student records, or purporting to be a representative

Ingenuity Prep prepares students to succeed in college and beyond as impactful civic leaders.



of an organization conducting a study or studies for, or on behalf of one of these entities, they must notify the PCSB FERPA Contact prior to the release of student records.

### *Health and Safety Emergencies*

The School may disclose student education records that contain personally identifiable information to appropriate parties, including parents of a student, in connection with an emergency, if necessary to protect the health or safety of students or other individuals. In disclosing student records, a determination must be made that there is a clear and significant threat to individuals' health or safety. If a disclosure is made due to a health or safety emergency, the School must record a description of the significant threat to students or other individuals that formed the basis for the disclosure, and the parties who received the information.

### **Other FERPA Requirements:**

#### Right to Request Inspection of Student Records

Every Parent or Eligible Student must be allowed to personally inspect copies of his or her records upon request. The School must therefore either provide copies of student records to Parents and Eligible Students upon request, or make arrangements to allow for inspection of requested records within 45 days of when the request was received.

A reasonable fee for copies of student records may be charged, but not if imposition of a fee will prevent the Parent or Eligible Student from receiving copies of the records. No fee may be charged solely in order to search for or retrieve a student's education records.

#### Right to Request Amendments to Records and Hearings

If a Parent or Eligible Student believes that the education records maintained by the School relating to the student contains information that is inaccurate or misleading, he or she may ask for the records to be amended, in writing. If, based on that written statement, the School decides not to amend the records as requested it must inform the Parent or Eligible Student of its decision and the right to a hearing. The hearing may be conducted by any School staff who was not involved in the initial decision not to accept the Parent's or Eligible Student's request to amend the relevant records.

In the event of a hearing, if the School staff who conducted the hearing decides that the information in question is inaccurate or misleading, it must direct relevant staff to amend the records accordingly and inform the Parent or Eligible Student of the amendment in writing. If, on the other hand, School staff decides that the information is not inaccurate or misleading, it must provide its decision in writing and inform the Parent or Eligible Student of the right to place a statement in the records commenting on the contested information. School staff's decision must be based solely on the

Ingenuity Prep prepares students to succeed in college and beyond as impactful civic leaders.





evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision.

#### Reasonable Protection of Student Information

The School shall use reasonable methods to ensure that School officials obtain access to only those education records in which they have legitimate educational interests. If the School does not use physical or technological access controls, it must ensure that its administrative policy for controlling access to education records is effective and that it restricts access to officials with legitimate educational interests.

A **school official** is a person employed by the school or school district 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, contractor, or consultant who, while not employed by the school, 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.

#### Complaints of FERPA Violations

If a parent/guardian believes there has been a violation of FERPA, they may file a complaint with Ingenuity Prep. The complaint should be sent in writing to the Chief Financial and Operations Officer (contact information available at the front of the Handbook) and must:

- include allegations of fact giving reasonable cause to believe that a FERPA violation has occurred;
- be filed by the parent/guardian of a student at Ingenuity Prep
- be filed within 180 days of the alleged violation or within 180 days after the complainant knew or should have known about the violation.

If the parent/guardian desires, a complaint may also be made to the U.S. Department of Education at <https://studentprivacy.ed.gov>. The form must be completed in its entirety and submitted electronically or printed and submitted by mail. Emailed complaints should be sent to [FERPA.complaints@ed.gov](mailto:FERPA.complaints@ed.gov). Mailed complaints should be sent to:

Family Policy Compliance Office  
U.S. Department of Education

Ingenuity Prep prepares students to succeed in college and beyond as impactful civic leaders.



400 Maryland Avenue, SW  
Washington, D.C. 20002-8520

Ingenuity Prep prepares students to succeed in college and beyond as impactful civic leaders.



**CONSENT TO DISCLOSE STUDENT EDUCATION RECORDS**

Student's Name: \_\_\_\_\_

Age of Student: \_\_\_\_\_

Parent's Name (if student is under 18): \_\_\_\_\_

Student Social Security #: \_\_\_\_\_

I know that the Family Education Rights and Privacy Act of 1974 as amended protects the privacy of student education records and limits access to the information contained in those records.

I have indicated below the party or parties who may have information from my education records:

1) Name: \_\_\_\_\_ Relationship: \_\_\_\_\_

Address: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_

Phone: ( ) \_\_\_\_\_

2) Name: \_\_\_\_\_ Relationship: \_\_\_\_\_

Address: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_

Phone: ( ) \_\_\_\_\_



**PLEASE INITIAL ALL AREAS THAT APPLY:**

If asked, I want the above named individual(s) to receive student records regarding:

---

---

---

The purpose of disclosing the student records is as follows:

---

---

---

Date		Printed Name
		Student's Signature (if student is 18 or over) Parent's Signature (if student is under 18)



## APPENDIX E - NOTIFICATION OF RIGHTS UNDER PPRA

PPRA affords parents 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 students 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)–

- Political affiliations or beliefs of the student or student’s parent;
- Mental or psychological problems of the student or student’s family;
- Sex behavior or attitudes;
- Illegal, anti-social, self-incriminating, or demeaning behavior;
- Critical appraisals of others with whom respondents have close family relationships;
- Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
- Religious practices, affiliations, or beliefs of the student or parents; or
- Income, other than as required by law to determine program eligibility.

**Receive notice and an opportunity to opt a student 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 student, 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 students 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 students;
2. Instruments used to collect personal information from students 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 student who is 18 years old or an emancipated minor under State law.

Ingenuity Prep has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other

Ingenuity Prep prepares students to succeed in college and beyond as impactful civic leaders.



distribution purposes. Ingenuity Prep will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Ingenuity Prep will also directly notify, such as through U.S. Mail or email, parents of students 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. Ingenuity Prep 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



## **APPENDIX F - EDUCATION OF HOMELESS CHILDREN AND 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. Homeless 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 students are held pursuant to Title X of No Child Left Behind; McKinney-Vento Homeless Assistance Act federal law.

### **1. What is the definition of homeless children and youths? The term “homeless child and youth” means:**

- 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 place 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 in 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.

### **2. 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 student 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 with a written statement of the school placement decision and the appeal rights.

Ingenuity Prep prepares students to succeed in college and beyond as impactful civic leaders.



### **3. Whom should be contacted if a dispute arises regarding enrolling a homeless child or youth in school or 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 the Education of Homeless Children and Youth Office at (202)741-0470.

### **4. 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:

Pertinent section of DC Code § 2-1402.11: 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) 727-3545.





## **APPENDIX G - NOTICE OF NONDISCRIMINATION**

Ingenuity Prep shall not discriminate on the basis of race, color, ethnicity, religion, national origin, gender, age, disability, sexual orientation, or other protected class in accordance with applicable federal, state or local laws in hiring or other employment practices of the school. Further, Ingenuity Prep shall be open to all students in its authorized geographic area on a space available basis and shall not discriminate in its admission policies or practices on the basis of race, color, ethnicity, religion, national origin, gender, disability or sexual orientation. Ingenuity Prep admits students of any race, color, ethnicity, religion, national origin, gender, disability or sexual orientation to all the rights, privileges, programs, and activities generally afforded or made available to students at the school. It does not discriminate on the basis of race, color, ethnicity, religion, national origin, gender, disability or sexual orientation in administration of its educational policies, admission policies, scholarship and loan programs, or athletic or other school administered programs.



## **APPENDIX H – TITLE IX STUDENT SEXUAL HARASSMENT POLICY & SERVICES FOR PREGNANT STUDENTS**

### **Student Sexual Harassment Policy**

Ingenuity Prep prohibits discrimination and harassment based on race, color, creed, sex, gender, marital status, age, national origin, physical or mental disability, medical condition, ancestry, religion, sexual orientation, or any other consideration made unlawful by federal, state or local law, ordinance, or regulation. Ingenuity Prep's anti-harassment policy applies to all persons (students and faculty) involved in the operation of Ingenuity Prep and prohibits harassment by any employee of Ingenuity Prep, as well as by any student, parent or person doing business with or for Ingenuity Prep. Prohibited discrimination and harassment includes, but is not limited to, the following behavior:

- Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations or comments;
- Visual conduct such as derogatory and/or sexually-oriented e-mails, posters, photography, cartoons, drawings or gestures;
- Sexual harassment which includes but is not limited to inappropriate conduct which has the purpose or effect of (1) creating an intimidating, hostile, or offensive work or learning environment; (2) unreasonably interfering with an employee's work performance or a student's educational experience; or (3) affecting an individual's educational opportunities.
- Physical conduct such as assault, unwanted touching, blocking normal movement or interfering with work because of sex, race or any other protected basis.
- Retaliation for having reported or threatened to report harassment.

If a student or parent/guardian believes that he/she has been subjected to any form of unlawful discrimination or harassment, the complainant is requested to report such incident(s) to the attention of the Academy Principal, or the Chief Academic Officer. Ingenuity Prep will immediately undertake an investigation of the harassment allegations and attempt to resolve the situation. If Ingenuity Prep determines that unlawful harassment or discrimination has occurred, disciplinary action will be taken in accordance with the circumstances involved.

Anyone determined by Ingenuity Prep to be responsible for unlawful harassment or discrimination will be subject to appropriate disciplinary action, up to and including termination in the case of an employee, and expulsion in the case of a student. If appropriate, whatever action is taken against the harasser or discriminator will be made known to the complaining student, student parent/guardian, or employee. Ingenuity Prep will not retaliate against a complainant for filing a complaint or for participating in the harassment investigation and will not tolerate or permit retaliation by any member of Ingenuity Prep. Ingenuity Prep will endeavor to maintain confidentiality throughout the investigative process to the extent practicable and appropriate under the circumstances. Ingenuity Prep encourages

Ingenuity Prep prepares students to succeed in college and beyond as impactful civic leaders.



all students and parents/guardians to report any and all incidents of harassment or discrimination forbidden by this policy immediately so that complaints can be quickly and fairly resolved.

### **Services for Pregnant Students**

A student's marital, maternal or parental status shall not affect that student's rights and privileges to receive a public education or to take part in any extracurricular activity offered by the school. Pregnant students are encouraged to continue in school in all instances.

The rights and privileges of the expectant mother to receive a public education shall not be affected. Nor shall the student's right to participate in any extracurricular activity offered by the school be affected unless said activity is deemed to be hazardous to the health of the expectant mother or unborn child.



## **APPENDIX I – TRUANCY POLICY**

Truancy is defined as any school-age child (ages 5 – 18) with ten (10) cumulative unexcused absences at any time during the school year.

No later than two (2) days after the accrual of multiple absences as described above, truant students are reported to the District of Columbia Child and Family Services Agency (CFSA) Office of the Attorney General, depending on student's age; and Court of Social Services, Superior Court of the District of Columbia, depending on student's age.

If at any time however, educational neglect is suspected, we immediately notify the authorities. At each unexcused absence, a call goes out to the parent/guardian of each absent student by 10:00 am on the day of the absence. Parents/guardians must call the school to report the absence of their child by 8:20 a.m.

For students with recurring attendance issues or for parents/guardians who don't report the absence of their child to the school, the front-desk staff makes a personal phone call to the home seeking the reason for the student's absence and messaging the importance of students being in school, on-time, and ready for learning. The reason for the absence is noted in a PowerSchool log entry.

### **Every absence:**

- A phone call/message is sent to student's parent/guardian

### **At three (3) absences (unexcused):**

- A notification letter is sent to student's parent/guardian documenting current absences

### **At five (5) absences (unexcused):**

- Student's advisory teacher calls the parent/guardian to discuss current absences and reasons for missing school

### **At seven (7) absences (unexcused):**

- A mandatory meeting is set with the student's teacher, parent/guardian, and academy social worker to discuss absences and reasons for the student missing school

### **At nine (9) absences (unexcused):**

- A notification that the student is nearly truant is sent to the parent/guardian

### **At ten (10) absences (unexcused), Ingenuity Prep reports the issue to:**

Ingenuity Prep prepares students to succeed in college and beyond as impactful civic leaders.



- D.C. Child and Family Services Agency 400 6th Street, SW Washington, DC 20024 (202) 442-6100 <http://cfsa.dc.gov/DC/CFSA>

Should the absences continue:

- Additional truancy reports are made for every 5 absences (e.g., 15, 20, and so on)
- Notification letters are sent to the parent/guardian about the increase in absences
- Should the student reach 20 unexcused absences, the parent/guardian is required to meet with the student's Principal, social worker, and the Director of Family & Community Engagement

When reporting a truant student to any District entity, we provide the following records:

- the student's attendance record;
- any prevention and intervention plans;
- documentation related to referrals and outcome of such referrals;
- documentation representing evidence of communications, services, and attendance-related interventions taken by the school;
- documentation of suspected educational neglect; d
- documentation of personal contacts with, and written notification to, parents/guardians with regard to the unexcused absences;
- and, the student's Individualized Education Program (IEP) with any supporting evaluations or assessments, if applicable.



## **APPENDIX J – DISCIPLINE POLICY**

See next page.



**INGENUITYPREP**

# **Student Discipline Plan**

2023-2024 School Year

<b>Schoolwide Plan</b>	<b>2</b>
Mission	2
Discipline Philosophy	2
Restorative Justice	2
Suspension and Expulsion	2
COVID Health and Safety	4
Academy Discipline Plans	4
<b>Early Childhood Academy (PK-3, PK-4, and Kindergarten)</b>	<b>5</b>
Student Culture Statement	5
Off-Expectation Behavior	6
Response to Intervention	8
<b>Elementary Academy (1st - 4th Grade)</b>	<b>10</b>
Student Culture Statement	10
Off-Expectation Behavior	10
Response to Intervention	12
<b>Middle School Academy (5th - 8th Grade)</b>	<b>14</b>
Student Culture Statement	14
Off-Expectation Behaviors	14
Response to Intervention	16
<b>Discipline Of Students With Disabilities</b>	<b>18</b>
Purpose	18
Emergency Circumstances Involving School Safety: Weapons, Drugs or Serious Injury	19
Emergency Hearing/Dangerousness	19
Notice to Parents	19
Restraints	19
Suspension and Expulsion	21
<b>Grievance Procedures</b>	<b>22</b>
What May Be Grieved	22
Who May Grieve	22
Appeal of Grievance	23



## Schoolwide Plan

### Mission

Ingenuity Prep prepares students to succeed in college and beyond as impactful civic leaders.

### Discipline Philosophy

Ingenuity Prep's approach to discipline is driven by its mission-aligned goals of preparing students to succeed in college and beyond as impactful civic leaders. Informed by "emotional constancy" and a "warm/strict" approach, adults across the Ingenuity Prep community will ensure 1) rules and procedures -- including their mission-aligned rationale -- are understood and authentically embraced by students, 2) high expectations for adherence to these rules and procedures are consistently upheld, 3) and there is an appropriate balance of recognition of students meeting expectations and appropriate follow-up with students who do not meet expectations, per the school's clearly outlined discipline plan protocols. In all interactions -- even the most trying situations involving the administration of discipline -- adults' emotional constancy and warm/strict approach should ensure student dignity is upheld.

### Restorative Justice

Ingenuity Prep is beginning the implementation of restorative justice practices as named below. Restorative practices result in a culture which is inclusive, builds fair process into decision-making practices, and facilitates students' learning to address the impact of their actions through an approach that allows for true accountability, skill building, cooperation, and mutual understanding.

Through restorative practices, members of the school community will:

1. have an opportunity to be heard
2. understand the greater impact of one's actions
3. learn to take responsibility
4. repair the harm one's actions may have caused
5. recognize one's role in maintaining a safe school environment
6. build upon and expand on personal relationships in the school community
7. recognize one's role as a positive contributing member of the school community

### Suspension and Expulsion

Through proactive support of and engagement with students and families, Ingenuity Prep will seek to minimize the number of out-of-school suspensions and expulsions it administers. On the occasion a student *willfully causes, attempts to cause, or threatens to cause bodily injury or emotional distress to another person*, he/she may be suspended from the school for a specified number of days or expelled from the school for up to one calendar year.

Students may be suspended or expelled for:

- Bullying or cyberbullying, as defined in Ingenuity Prep's Bullying Policy;
- Bringing a weapon to school or a school event (including off-campus events);
- Intentionally injuring, attempting to injure, or threatening to injure another person or oneself;
- Unsafe behavior that causes concern for the physical or emotional safety of the individual student or others;

- Sexual harassment or sexual assault; or
- Any other behavior in which a student *willfully causes, attempts to cause, or threatens to cause bodily injury or emotional distress to another person.*

*Short Term Suspension (applies to students in Kindergarten and above)*

For short-term suspensions (5 days or less) the decision to suspend a student shall be made by the Academy Principal or CAO with or without the recommendation of the student's teacher or other school employee only *after* an investigation is complete by the school leadership team and a hearing is conducted with the student and the student's family. The Academy Principal or CAO will determine the number of days for suspension based on the severity of the infraction, the age of the student, and previous infractions. The suspension shall become effective immediately unless otherwise stated.

Upon finalizing a decision for suspension, students and families will receive written notice from the school detailing the infraction, the consequence, the length of time for the consequence, and finally, the student's return date. While the student is out on suspension, the student is entitled to receive work that the school will provide. After three suspensions from school within the same school year for the same or different infractions, the student may be a candidate for expulsion.

Ingenuity Prep encourages (but does not require) a parent/guardian to attend a meeting with the Academy Principal or Administrative Designee before a student returns to school.

*Long-Term Suspension and Expulsion (applies only to students in 6th grade and above)*

A student who *willfully causes, attempts to cause, or threatens to cause bodily injury or emotional distress to another person* may be a candidate for long term suspension (6 days or more) or expulsion for up to one calendar year. The Academy Principal or CAO can recommend a determination of long-term suspension or expulsion.

*Note: Students in Kindergarten through 5th grade who exhibit these behaviors will receive a suspension lasting no longer than 5 days (a short-term suspension).*

Upon making the recommendation for a long-term suspension or expulsion, the family will be invited to participate in a hearing, with the Chief Academic Officer (or Administrative Designee) serving as the hearing officer, the Academy Principal, and any other school representative deemed necessary by the school, often the Dean of Students or School Culture Associate, so that the family, student, and school administration can better understand the incident and determine if a long-term suspension or expulsion is warranted. The family may have representatives (attorneys, mentors, family members) attend the hearing. This meeting is an opportunity for the student and family to engage in a dialogue about the incident in order to share all pertinent information about the incident and/or student's situation. The CAO, as the hearing officer, will make a final determination of the consequence. In the event that the CAO made the original recommendation of the long-term suspension or expulsion, the CEO will serve as the hearing officer.

Upon finalizing a decision for suspension or expulsion, students and families will receive written notice

from the school detailing the infraction, the consequence, the length of time for the consequence, and finally, the student's return date. While the student is out on suspension, the student is entitled to receive work that the school will provide.

As is the case with short-term suspensions, Ingenuity Prep encourages (but does not require) a parent/guardian to attend a meeting with the Academy Principal or Administrative Designee before the student returns to school.

### *Appeals*

A parent/guardian may appeal the decision to suspend or expel a student by providing a written request for an appeal hearing to the CEO within 48 business hours of receiving notification of the suspension or expulsion. A hearing will be scheduled with the parent/guardian, the administrative designee who assigned the suspension or expulsion, the CAO, and the CEO. In the event that the CAO made the original recommendation of the long-term suspension or expulsion, the Chair of the Board of Trustees will serve as the hearing officer. Following the appeal hearing, the determination by the CEO (or Chair of Board of Trustees, if applicable) of the discipline decision is considered final.

### **COVID Health and Safety**

During these unprecedented times, Ingenuity Prep will place a priority on health and safety. The school reserves the right to remove students from in-person learning who repeatedly demonstrate intentional non-compliance with mask wearing or other health and safety measures. Should the school have to take this action, impacted students will be re-assigned to our virtual learning program.

### **Academy Discipline Plans**

In addition to the schoolwide plan, Ingenuity Prep academies have developed differentiated, developmentally-appropriate responses to student behavior. The following pages outline specific procedures at academies. These discipline plans supplement, but do not supercede, the schoolwide discipline plan.

## Early Childhood Academy (PK-3, PK-4, and Kindergarten)

### Student Culture Statement

We believe that students learn through play and exploration, as well as engaging, explicit instruction. Our daily schedule reflects both of these beliefs, as we work to provide a high quality language environment, opportunities to learn and practice social emotional skills, as well as instruction in critical readiness skills in math and literacy.

Our ECA VALUES	Our ECA ACTIONS
<p><b>RELATIONSHIPS</b></p> <p><i>We prioritize the importance of strong <b>relationships</b> between teachers, students and families. We believe that a positive classroom culture is built on these relationships. This foundation drives how we learn <b>kindness, regulation, and conflict resolution.</b></i></p>	<p><b>Social Emotional Learning</b></p> <p><i>We engage in learning as a staff around <b>social emotional development and understanding</b> and use this learning to drive our daily actions in the classroom. We work to understand developmental stages to better support the needs of our students.</i></p>
<p><b>PLAY</b></p> <p><i>We believe that <b>play</b> is the foundation for student learning where a purposeful environment sets students up for strong language acquisition and social emotional learning.</i></p>	<p><b>Plan and Engage</b></p> <p><i>We intentionally <b>plan</b> for free choice play with thematic materials that encourage imagination and problem solving. We <b>engage in play together with students</b> to model strong language and help guide them to strong interactions and play scenarios. We <b>set clear expectations</b> for supporting a positive and calm play environment.</i></p>
<p><b>LANGUAGE</b></p> <p><i>We believe that a <b>high quality language environment</b> is a key driver in students' social and academic success.</i></p>	<p><b>Model and Interact</b></p> <p><i>We engage in <b>multiple language modeling strategies</b> throughout the day, like self and parallel talk, repetition and extension and advanced vocabulary. We prioritize these <b>high quality interactions</b> in all verbal communication with students.</i></p>
<p><b>ENGAGING INSTRUCTION</b></p> <p><i>We believe that <b>engaging</b>, explicit instruction in both literacy and math is critical to student success.</i></p>	<p><b>Support and Data</b></p> <p><i>We prioritize <b>coaching and professional development</b> on engagement strategies and academic content. We use <b>data</b> to drive the creation of differentiated small groups and interventions.</i></p>
<p><b>COLLABORATION</b></p> <p><i>We believe that <b>collaboration</b> between all key stakeholders builds a strong and positive culture. We value a purposeful dialogue between teaching teams,</i></p>	<p><b>Listen and Share</b></p> <p><i>We plan for <b>intentional meetings</b> to grow and learn together as educators. We <b>listen</b> to and communicate with families to build a partnership that supports student</i></p>

<i>across grade levels and with families.</i>	<i>learning.</i>
---	------------------

### Off-Expectation Behavior

#### Student Support Strategies

The foundation of our work is to support students. Our number one strategy to support students comes through relationships. Research shows that positive developmental relationships are one of the highest leverage tools teachers can use to support all students and especially students with trauma. We know that they work for those students and all other students.

#### Actions that Support Positive Developmental Relationships

- Getting down to engage on student level
- Giving consistent eye contact, smiling, and using student names
- Using matched affect and positive facial expressions
- Giving appropriate physical affection and affirmation such as hugs, high fives, thumbs up, praise, and encouragement
- Displaying interest in students by asking them questions about their lives and conversing with them
- Sharing activities and doing them with students

We support students by responding to their academic, developmental and social emotional needs with an understanding of child development.

#### Actions to Support Students

- Ask, “Are you okay?” and “What happened?” to seek to understand the problem
  - Listen to students
- Acknowledge their feelings
- Provide comfort and assistance with verbal + physical actions
  - Modeling deep breaths
  - Talking/distracting student from perseveration/poor choice
  - Squeeze hands & Deep pressure
  - Hugs
  - Restatement of child emotion
  - Wait time
- Directly teach and practice SEL skills with them
  - Emotional recognition & management
  - Self regulation & management
  - Emotional recognition of others
  - Conflict resolution
  - Negotiation

## **Calm Down**

Every classroom has a calm down spot that gives students a safe place within the classroom to de-escalate with the support of the teacher. We provide students strategies to calm down so that they are able to rejoin their peers for learning.

### Physical Space

- Located in visible spot that is not distracting to peers
- Soft rug/cushion
- Sand timer
- Feelings Chart posted
- Calm Down Chart posted
- Calm Down books (meditation, yoga, emotions)
- Stuffed Animals

### Teacher Actions in Calm Down

- Asking questions to understand root cause of student using calm down
- Providing comfort and assistance (see above)
- Set timer (as needed)
- Give expectation for space and student rejoining class/activity
- Provide praise to student when calming down/using strategies

### Student Actions in Calm Down

- Laying down or sitting up
- Using calm down materials (books, stuffed animals) safely
- Crying is okay!
- Breathing and using other physical calm down strategies
- Returning to activity when feelings are calmed/managed

### Pitfalls to Avoid

- Students in calm down without support or expectations
- Students staying too long in calm down without teacher support
- Multiple students in calm down with different needs
- Students playing or acting unsafely in calm down

## **Sit & Watch or “Take a Break”**

Sit and watch is a time for students to sit separately from their peers (but where they can still hear and see the lesson) to reset and reflect on their actions for 1 minute. We begin the use of sit and watch AFTER students have learned expectations and routines, which is typically at the end of Unit 1, after at least 2 full weeks in school. We do not consequence students for skills they have not yet learned.

**PRE-SIT & WATCH:** While teaching students routines and expectations, if a behavior persists after teachers have implemented multiple student support strategies, the teacher may pull a student aside and have a separate conversation to teach them the lagging skill and highlight the school expectation

and rationale.

- Ex. student is unsafe with blocks and is asked to talk to the teacher on the carpet and discuss appropriate use of blocks
- Ex. student is attempting to run up the hill on the playground and the teacher brings the student to sit and calm down and talk about safety

We always begin our support of students by going through the student support strategies first. If a behavior continues after a variety of strategies have been implemented, and we can answer that the student has learned and had opportunities to practice the skill, we may send a student to take a break from their peers/the activity. This would happen after support strategies are implemented and 3 additional reminders to fix the behavior are given.

#### Procedure

1. Teacher says, “[Name], let’s take a break to discuss [behavior].”
2. A teacher accompanies the student to sit and watch (praising if they travel there appropriately)
3. Teacher names expectation to sit calmly and watch peers. Teacher sets 1 minute timer for the student and names that they will check in on them.
  - a. If the student does not sit, the teacher talks to them and gives wait time
4. After one minute, teacher immediately comes to check in with student and uses some restorative questions to help child reflect on behavior.
5. Teacher states what child will attempt to do when returning to carpet and praises them for taking a break appropriately.

#### **Restart Room**

Our restart room is a safe place outside of the classroom for students to calm down and reset. It is consistently staffed by our PreK Behavior Support Specialist(s). We bring students to the restart room when their behavior has escalated to the point that they are being unsafe to themselves or others or learning cannot continue in the classroom due to their actions.

#### Questions we ask when deciding to go

1. Have I done all I can to provide comfort and assistance to this student?
2. Do I fully understand the challenge the student is having and have I been able to respond to it?
3. Are they being unsafe with their body/materials and I am unable to reset them in the calm down space?
4. Is this preventing the learning of the majority of the class?

#### **Response to Intervention**

We use the Response to Intervention (RTI) model to address student needs and prevent the overidentification of students into special education. This model follows a tiered system of supports decided by observation and data collection.



# Response to Intervention

## Tier 3

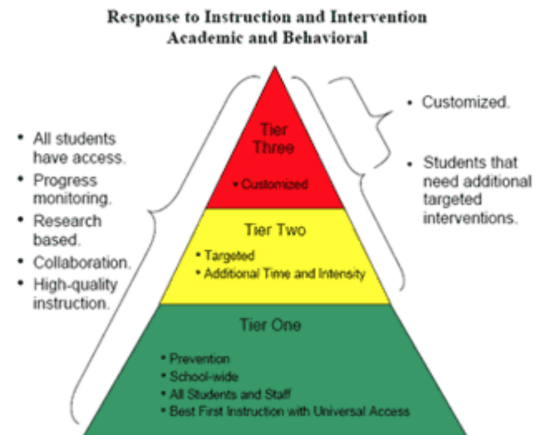
- Very Small targeted groups for a specific skill
- Usually lasts 6-8 weeks (3-5 lessons per week)
- 1-2 students

## Tier 2

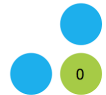
- Small targeted groups for a specific skill
- Usually lasts 6-8 weeks (3-5 lessons per week)
- 2-4 students

## Tier 1

- Whole/half-class instruction
- PK centers small-groups



INGENUITYPREP





## **Elementary Academy (1st - 4th Grade)**

### **Student Culture Statement**

In our classrooms, we seek to ensure our students feel safe, successful, and known.

Our classrooms have systems and structures that are consistent across adults and predictable for all students at all times. We seek to make these systems both efficient and simple, ensuring we are maximizing the time for our students to learn. Our teachers see it as their responsibility to know our children beyond their academics, including knowing their families, their long term goals and how they best receive appreciation. Our classrooms have purposeful routines, rituals, and traditions for students to build strong relationships with their peers and a pride in their school and classroom community.

When students take actions that hurt their community or hinder their progress toward their goals, our team will support in repairing the damage done to their community and building their skills to ensure that the same mistake does not happen again.

Our school community's pride in our students' growth will be constantly evident in their classroom, from teachers' daily interactions with students to classroom and school-wide celebrations, we will celebrate each success and constantly build momentum in pursuit of students' bigger goals.

### **Off-Expectation Behavior**

We have three expectations for students:

1. Students always follow directions the first time
2. Students always treat all others with respect
3. Students always support our own and each other's learning

If a student breaches one of these expectations, our goal as educators is to repair any damage done to the students' relationships with peers or staff and to build the student's skills and knowledge so that behavior does not occur again.

Whenever possible, our teachers and staff use a logical consequence to achieve this goal. For example, if a student draws on the wall, we ask them to use some of their choice time to clean the area they have damaged.

When it is not possible to use a logical consequence, we use a simple reminder system. After clearly stating expectations, if a behavioral transgression occurs, the teacher will give a first reminder to the student. If the behavior persists, then the teacher will give a second reminder to the student and either move the student's seat or take time to have a check-in conversation with the child. If the student is still unable to change their behavior, the teacher will give a reminder meaning that the student will need to complete a reflection during a separate time of day and that a parent will be notified.

If a student's behavior has become so disruptive that their peers are unable to learn even after teacher intervention, our behavior support staff will be called. The student will be walked to our calm down room and our behavior support staff will use therapeutic and restorative practices to deescalate the

situation and help the student process their emotions. Once the student is calm, they will be escorted back to class in order to minimize the disruption to their learning time.

Aligned to our key expectations, there are behaviors that are more severe and may potentially lead to suspension. These behaviors, including attempting to cause physical or emotional harm to another member of our school community and destruction of property in a way that endangers the safety of others, will be treated using the following consequence structure.

- 1.) First instance
  - a.) The student will spend the remainder of the day in behavioral support and a parent will be notified immediately via phone call and a letter will be sent home. During this time the child will still receive access to their grade-level instruction, but will not be able to spend time with their peers. Before the child returns to class, school staff, including teachers, will work to set up a meeting with family members and the student to discuss the incident, practice new skills, and sign a behavioral contract. This meeting is not required for the student to return to the general education setting.
- 2.) Second instance
  - a.) Upon the second instance, the student will spend the remainder of the day in behavioral support and will spend the following day in in-school suspension. The parents will be notified of the incident immediately via phone call and a letter will be sent home with the child. In both these settings the child will have access to grade-level instruction, but will not spend time with grade-level peers. Again, before the child returns to class, school staff, including teachers, will work to set up a meeting with family members and the student to discuss the incident, practice new skills, and revise the students behavioral contract. This meeting is not required for the student to return to the educational setting.
- 3.) Third instance
  - a.) Depending on the behavior, if it aligns to our Code of Conduct for suspendable offenses, the student may spend the following day in an in-school suspension, be given an administrative dismissal, or be given an Out-of-School suspension. As a critical note, an In-School Suspension, an Administrative Dismissal and an Out-of-School Suspension all count toward a student's cumulative suspension total. The parent will be notified immediately of the event via phone call and a letter will be sent home with the child. The school will ensure any instructional materials are sent home with the child. Again, before the child returns to class, school staff, including teachers, will work to set up a meeting with family members and the student to discuss the incident, practice new skills, and revise the students behavioral contract. This meeting is not required for the student to return to the educational setting.
- 4.) Fourth instance
  - a.) Depending on the behavior, if it aligns to our Code of Conduct for suspendable offenses, the student may spend the following day in an in-school suspension, be given an administrative dismissal, or be given an Out-of-School suspension. As a critical note, an In-School Suspension, an Administrative Dismissal and an Out-of-School Suspension all

count toward a student's cumulative suspension total. The parent will be notified immediately of the event via phone call and a letter will be sent home with the child. We will ensure any instructional materials the child will need are sent home with them. We will also continue to follow the parent notification procedures as listed in the previous instances.

5.) Further instances

- a.) Upon further instances of the same behavior, the student may be suspended in accordance with our Code of Conduct if the behavior is in fact a suspendable offense., depending on the severity of the incident. We will ensure any instructional materials the student will need are sent home with them. We will also continue to follow the parent notification procedures as listed in the previous instances.

### Response to Intervention

We use the Response to Intervention (RTI) model to address student needs and prevent the overidentification of students into special education. This model follows a tiered system of supports decided by observation and data collection.



## Response to Intervention

### Tier 3

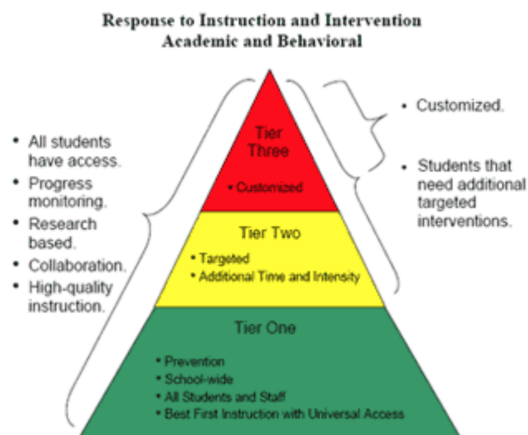
- Very Small targeted groups for a specific skill
- Usually lasts 6-8 weeks (3-5 lessons per week)
- 1-2 students

### Tier 2

- Small targeted groups for a specific skill
- Usually lasts 6-8 weeks (3-5 lessons per week)
- 2-4 students

### Tier 1

- Whole/half-class instruction
- K-5 Guided Reading



## **Middle School Academy (5th - 8th Grade)**

### **Student Culture Statement**

We believe that a school's culture has a tremendous impact on the academic and social-emotional achievement of its students. Middle school is a time in students' lives where they experience a lot of change and it is our responsibility to support them through that change. A strong, positive school culture that is aligned to our school values, our restorative principles and our academic goals will put our students on the path to becoming true civic leaders and agents of change in our community. As we commit to implementing trauma informed and restorative practices, we believe it is our responsibility to create a classroom and schoolwide environment that is safe, joyful, and supportive that sparks meaningful relationships amongst students and staff, as well as academic success.

### **Off-Expectation Behaviors**

At Ingenuity Prep's Middle School Academy, we seek to help students become mature young adults. We have three expectations for students:

1. Students always follow directions the first time
2. Students always treat all others with respect
3. Students always support our own and each other's learning

If a student breaches one of these expectations, our goal as educators is to repair any damage done to the students' relationships with peers or staff and to build the student's skills and knowledge so that behavior does not occur again.

Whenever possible, our teachers and staff use a logical consequence to achieve this goal. For example, if a student draws on the wall, we ask them to use time from a non-core class (e.g., Specials, Advisory, etc) to clean the area they have damaged.

When it is not possible to use a logical consequence, we use a simple reminder system. After clearly stating expectations, if a behavioral transgression occurs, the teacher will give a first reminder to the student. If the behavior persists, then the teacher will give a second reminder to the student and either move the student's seat or take time to have a check-in conversation with the child. If the student is still unable to change their behavior, the teacher will give a reminder meaning that the student will need to complete a reflection during a separate time of day and that a parent will be notified.

In instances where students display repeated off-expectations behavior and several levels of the discipline ladder have been issued, a student will receive a referral to the P.R.I.D.E Center and the DeanTeam (Dean of Students and School Culture Support Specialists). The student will have two minutes to leave class (without issue) and report to the P.R.I.D.E. Center for behavior intervention. If a student's behavior warrants a visit to the P.R.I.D.E. Center, their family will be notified via a phone call and automatic notifications via our referral system.

Aligned to our key expectations, there are behaviors that are more severe and may potentially lead to suspension. These behaviors, including attempting to cause physical or emotional harm to another member of our school community and destruction of property in a way that endangers the safety of

others, will be treated using the following consequence structure.

6.) First instance

- a.) Depending on the behavior, if it aligns to our Code of Conduct for suspendable offenses, the student may be administratively dismissed or spend the following day in Out-of-School suspension. As a critical note, an In-School Suspension, an Administrative Dismissal and an Out-of-School Suspension all count toward a student's cumulative suspension total. The parent will be notified immediately of the event via phone call and a letter will be sent home with the child. The school will ensure any instructional materials are sent home with the child. Before the child returns to class, school staff, including teachers, will work to set up a meeting with family members and the student to discuss the incident, practice new skills, and revise the student's behavioral contract. This meeting is not required for the student to return to the educational setting.

7.) Second instance

- a.) If a second instance of a similar behavior occurs, a student may be administratively dismissed and spend the following day in Out-of-School suspension. The parent will be notified immediately of the event via phone call and a letter will be sent home with the child. The school will ensure any instructional materials are sent home with the child. Again, before the child returns to class, school staff, including teachers, will work to set up a meeting with family members and the student to discuss the incident, practice new skills, and revise the student's behavioral contract. This meeting is not required for the student to return to the educational setting.

8.) Third instance

- a.) If a third instance of a similar behavior occurs, a student may be administratively dismissed and spend the following two days in Out-of-School suspension. The parent will be notified immediately of the event via phone call and a letter will be sent home with the child. The school will ensure any instructional materials are sent home with the child. Again, before the child returns to class, school staff, including teachers, will work to set up a meeting with family members and the student to discuss the incident, practice new skills, and revise the student's behavioral contract. This meeting is not required for the student to return to the educational setting.

9.) Further instances

- a.) Upon further instances of the same behavior, the student may be suspended in accordance with our Code of Conduct if the behavior is in fact a suspendable offense. Depending on the severity of the incidents and their repeated nature, the school will consider holding an expulsion hearing for the student involved. As always, when the student is serving a suspension we will ensure any instructional materials the student will need are sent home with them. We will also continue to follow the parent notification procedures as listed in the previous instances.

## Response to Intervention

We use the Response to Intervention (RTI) model to address student needs and prevent the overidentification of students into special education. This model follows a tiered system of supports decided by observation and data collection. Core instruction/support and grade-level expectations are delivered to all students through the Tier I instructional block. In fact, this is where students spend the majority of their day. RTI also offers additional instruction with multiple entry and exit points based on students' need. Another student who is showing slight deficits in specific areas may receive targeted interventions through Tier II for a specific period of time. Alternatively, a student who has significant needs may receive extended, intensive interventions through Tier III. Behavioral RTI meetings (bi-weekly, by grade) are led by the MSA Principal and Dean of Students. These meetings focus on discussing and reflecting on the support of students who likely need Tier III intervention.



## Response to Intervention

### Tier 3

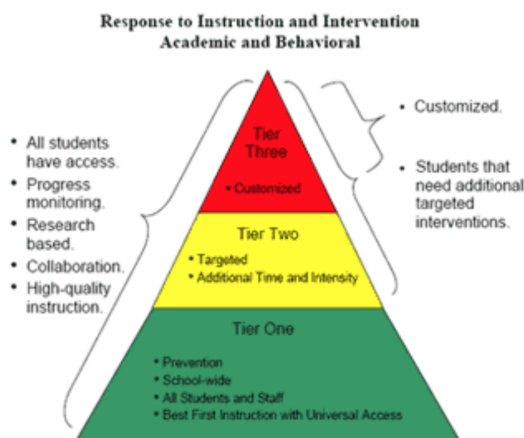
- Very Small targeted groups for a specific skill
- Usually lasts 6-8 weeks (3-5 lessons per week)
- 1-2 students

### Tier 2

- Small targeted groups for a specific skill
- Usually lasts 6-8 weeks (3-5 lessons per week)
- 2-4 students

### Tier 1

- Whole/half-class instruction
- K-5 Guided Reading



## **Discipline Of Students With Disabilities**

### **Purpose**

If a student violates the Ingenuity Prep Code of Student Conduct, before consequences or punishment are imposed, a school must consider whether the student has a disability evidenced by an IEP or 504 Plan. While all students may be disciplined, it is both illegal and unjust to punish a child when the offense is directly related to his disability or when the IEP or 504 Plan is not implemented.

### **Legal Standard**

Disciplinary actions give students with disabilities extra legal protections when the discipline constitutes a change in placement. A “change in placement” is a legal term that applies to the following situations:

- A suspension or expulsion for more than 10 consecutive school days. If a student has transportation on his IEP, then bus suspensions are also counted.
- A series of suspensions that total more than 10 cumulative school days in a school year may be considered a change in placement if they appear to constitute a pattern of suspensions. A pattern of suspensions may be found if the student is suspended for behavior that is “substantially similar” to behavior for which the child has previously been suspended. Factors may include same type of behavior, same victim, same class, same day of the week or same time of day. Other factors such as the length of each suspension, the total amount of suspensions in the school year and the proximity of the suspensions to one another will be considered.

If the offense is a change in placement, the school team (including the parent) must advise parents in writing, provide a copy of the IDEA procedural safeguards, and hold a Manifestation Determination meeting to determine two issues:

- Was the student’s misconduct caused by or directly and substantially related to the student’s disability?
- Was the student’s misconduct a direct result of the school’s failure to follow the child’s IEP?

If the team answers yes to either question, then the student’s behavior is a manifestation of his/her disability. The student may not be suspended, expelled or transferred to a remedial disciplinary school as a punishment for misbehavior that is a manifestation of a disability. The team must conduct a functional behavioral assessment and create a behavior plan addressing ways that the school can help a student with a conduct issue. If the student already has a behavior plan, the plan must be reviewed and modified to address how the school can better assist the student with the conduct issue.

If all team members agree that the student’s conduct was not a manifestation of his disability, then the student may be subject to the same consequences as all students. If a parent disagrees with the team’s decision that the behavior was not a manifestation of the student’s disability, the parent may request a due process hearing to challenge this finding. If the Hearing Officer agrees with the parent, the student will remain in the school where the offense was committed unless the parent and the school agree otherwise. However, during the period of expulsion or transfer to an alternative placement or remedial disciplinary setting, the student must continue to receive special education services prescribed by his IEP and a Behavior Plan must be created or revised to address the offending conduct.

If Ingenuity Prep orders a disciplinary removal that meets the definition of a change in placement, it

must continue to make FAPE available to the student. This means that even if the child is suspended or expelled from a school, the LEA must ensure that the student continues to receive educational services.

#### Emergency Circumstances Involving School Safety: Weapons, Drugs or Serious Injury

If a student: possesses illegal drugs; is selling prescription drugs; carries a weapon; or causes serious bodily injury to another, either at school or during a school related activity, the school may immediately remove the student for up to 45 school days to an alternative or remedial disciplinary setting. To comply with the law, a 45 school day emergency removal for serious bodily injury must be serious, i.e., requiring medical treatment.

Because drugs, weapons and serious bodily injury are so dangerous to a safe school climate, a school may remove a student under these circumstances for 45 school days regardless of whether a child has an intellectual disability or even if the team believes that the behavior is a manifestation of the student's disability. During the 45 school-day period, the school must convene a manifestation determination meeting. If the school determines that the conduct is a manifestation, the school may have the child re-evaluated, create or revise an existing behavior plan, or hold an IEP meeting to consider a more intensive special education placement upon the expiration of the 45-day alternative placement or sooner. If all team members determine that the conduct was not a manifestation of the student's disability, then the 45 school day emergency placement may proceed to a disciplinary proceeding afforded to all students.

#### Emergency Hearing/Dangerousness

If a school has solid reasons to believe that keeping the student in his current school is "substantially likely to result in injury to the child or to others", the school should consult with the Director of Student and Family Support who may request an emergency hearing to ask a Hearing Officer to transfer the student to an alternative setting for up to 45 school days. Dangerousness may exist even if there is no Code of Conduct violation. It is a consideration based on serious safety concerns for the student and/or the school community.

#### Notice to Parents

Any time a student with an IEP or 504 plan is removed to an alternative or remedial disciplinary setting, the parent must be given a NOREP stating this decision and a copy of the procedural safeguards.

#### Restraints

Restraints are considered the application of physical force, with or without the use of any device, for the purpose of restraining the free movement of a student's body. Does not include briefly holding, without force, a student in order to calm or comfort him, guiding a student or eligible young child to an appropriate activity, or holding a student's or eligible young child's hand to safely escort him/her from one area to another. Excluded from this definition is hand-over-hand assistance with feeding or task completion and techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parents and specified in the IEP.

Restraints to control acute or episodic aggressive or self-injurious behavior may be used only when the



student is acting in a manner as to be a clear and present danger to him/herself, to other students or to employees, and only when less restrictive measures and techniques have proven to be or are less effective. The use of restraints to control the aggressive behavior of an individual student must cause the school entity to notify the parent of the use of the restraint and a meeting of the IEP Team within 10 school days of the inappropriate behavioral causing the use of restraints, unless the parent, after written notice, agrees in writing to waive the meeting.

At this meeting, the IEP Team must consider whether the student needs a functional behavioral assessment, reevaluation, a new or revised positive behavior support plan, or a change of placement to address the inappropriate behavior.

The use of restraints may only be included in a student's IEP when:

- It is utilized with specific component elements of positive behavior support;
- It is used in conjunction with the teaching of socially acceptable alternative skills to replace problem behavior;
- Staff are authorized to use the procedure and have received the staff training required; and
- There is a plan in place for eliminating the use of restraint through the application of positive behavior support.

Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents. Mechanical restraints shall prevent a student from injuring him/herself or others or promote normative body positioning and physical functioning. Examples include:

- Devices used for physical or occupational therapy;
- Seat Belts in wheelchairs or on toilets used for balance and safety;
- Safety harnesses in buses; and
- Functional positioning devices.

The following aversive techniques of handling behavior are considered inappropriate and may not be used:

- Corporal punishment;
- Punishment for a manifestation of a student's disability;
- Locked rooms, locked boxes or other locked structures or spaces from which the student can not readily exit;
- Noxious substances;
- Deprivation of basic human rights, such as withholding meals, water or fresh air;
- Suspensions constituting a pattern under §14.143(a) (relating to disciplinary placement);
- Treatment of a demeaning nature;
- Electric shock.
- The use of prone restraints. Prone restraints are those in which a student or eligible young child is held face down on the floor.

## Suspension and Expulsion

Through proactive support of and engagement with students and families, Ingenuity Prep will seek to minimize the number of out-of-school suspensions and expulsions it administers. On the occasion a student *willfully causes, attempts to cause, or threatens to cause bodily injury or emotional distress to another person*, he/she may be suspended from the school for a specified number of days or expelled from the school for up to one calendar year.

Students may be suspended for:

- Bullying or cyberbullying, as defined in Ingenuity Prep's Bullying Policy;
- Bringing a weapon to school or a school event (including off-campus events);
- Intentionally injuring, attempting to injure, or threatening to injure another person or oneself;
- Unsafe behavior that causes concern for the physical or emotional safety of the individual student or others;
- Sexual harassment or sexual assault; or
- Any other behavior in which a student *willfully causes, attempts to cause, or threatens to cause bodily injury or emotional distress to another person*.

### *Short Term Suspension (applies to students in Kindergarten and above)*

For short-term suspensions (5 days or less) the decision to suspend a student shall be made by the Academy Principal or CAO with or without the recommendation of the student's teacher or other school employee only *after* an investigation is complete by the school leadership team and a hearing is conducted with the student and the student's family. The Academy Principal or CAO will determine the number of days for suspension based on the severity of the infraction, the age of the student, and previous infractions. The suspension shall become effective immediately unless otherwise stated.

Upon finalizing a decision for suspension, students and families will receive written notice from the school detailing the infraction, the consequence, the length of time for the consequence, and finally, the student's return date. While the student is out on suspension, the student is entitled to receive work that the school will provide. After three suspensions from school within the same school year for the same or different infractions, the student may be a candidate for expulsion.

Ingenuity Prep encourages (but does not require) a parent/guardian to attend a meeting with the Academy Principal or Administrative Designee before a student returns to school.

### *Long-Term Suspension and Expulsion (applies only to students in 6th grade and above)*

A student who *willfully causes, attempts to cause, or threatens to cause bodily injury or emotional distress to another person* may be a candidate for long term suspension (6 days or more) or expulsion for up to one calendar year. The Academy Principal or CAO can recommend a determination of long-term suspension or expulsion.

*Note: Students in Kindergarten through 5th grade who exhibit these behaviors will receive a suspension lasting no longer than 5 days (a short-term suspension).*

Upon making the recommendation for a long-term suspension or expulsion, the family will be invited to participate in a hearing, with the Chief Academic Officer (or Administrative Designee) serving as the hearing officer, the Academy Principal, and any other school representative deemed necessary by the school, often the Dean of Students or School Culture Associate, so that the family, student, and school administration can better understand the incident and determine if a long-term suspension or expulsion is warranted. The family may have representatives (attorneys, mentors, family members) attend the hearing. This meeting is an opportunity for the student and family to engage in a dialogue about the incident in order to share all pertinent information about the incident and/or student's situation. The CAO, as the hearing officer, will make a final determination of the consequence. In the event that the CAO made the original recommendation of the long-term suspension or expulsion, the CEO will serve as the hearing officer.

Upon finalizing a decision for suspension or expulsion, students and families will receive written notice from the school detailing the infraction, the consequence, the length of time for the consequence, and finally, the student's return date. While the student is out on suspension, the student is entitled to receive work that the school will provide.

As is the case with short-term suspensions, Ingenuity Prep encourages (but does not require) a parent/guardian to attend a meeting with the Academy Principal or Administrative Designee before the student returns to school.

### *Appeals*

A parent/guardian may appeal the decision to suspend or expel a student by providing a written request for an appeal hearing to the CEO within 48 business hours of receiving notification of the suspension or expulsion. A hearing will be scheduled with the parent/guardian, the administrative designee who assigned the suspension or expulsion, the CAO, and the CEO. In the event that the CAO made the original recommendation of the long-term suspension or expulsion, the Chair of the Board of Trustees will serve as the hearing officer. Following the appeal hearing, the determination by the CEO (or Chair of Board of Trustees, if applicable) of the discipline decision is considered final.

### **Grievance Procedures**

It is the policy of Ingenuity Prep that all employees, students, parents, and visitors have the right to voice their complaints or grievances about matters pertaining to its schools.

Ingenuity Prep recognizes the meaningful value and importance of full discussion in resolving misunderstandings and in preserving good relations between management and employees. Accordingly, the following grievance procedure should be employed to ensure that complaints receive full consideration.

### **What May Be Grieved**

The Ingenuity Prep grievance process should be used as follows: (1) to deal with complaints and concerns pertaining to educational environment, employment arrangements, or interpersonal conflicts; and (2) to resolve complaints of discrimination and harassment based upon race, color, religion, creed, sex, national origin, age, disability, veteran status, sexual orientation, or otherwise.

### Who May Grieve

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

### *Other Remedies*

The existence of this procedure does not bar grievants from also filing claims in other forums to the extent permitted by state or federal law.

### *Informal Grievance*

Because most difficulties can be resolved by communicating a concern to someone, grievants are encouraged to discuss their concern or harassment complaint promptly and candidly with their immediate supervisor, the school principal, or the CEO.

The grievant is not required to discuss his or her complaint with the alleged harasser or perpetrator in any manner or for any reason prior to initiating a formal grievance.

### *Formal Grievance*

Within ninety (90) days of encountering the harassment, discrimination, or complaint that is the subject of the grievance, a grievant shall file a written notice with the school principal or with the CEO. The written notice shall identify the nature of the complaint, the date(s) of occurrence, and the desired result, and shall be signed and dated by the person filing the grievance. In the event a grievance is being filed by the legal guardian or parent of a student, the student and the legal guardian and/or parent shall sign and date the grievance. The principal and the CEO can be reached at the contact information provided below.

The CEO will immediately initiate an adequate, reliable impartial investigation of the grievance. Each formal complaint will be investigated, and depending on the facts involved in each situation, will be decided after receiving information from the appropriate individuals. Each investigation will include interviewing witnesses, obtaining documents, and allowing parties to present evidence.

All documentation related to the investigation and discussions held in this process are considered confidential and are not to be revealed to or discussed by any participant with, persons not directly involved with the complaint, with its investigation, or with the decision making process. This provision does not include discussions with governmental authorities.

Within thirty (30) business days of receiving the written notice, the CEO shall respond in writing to the grievant (the "Response"). The Response shall summarize the course of the investigation, determine the validity of the grievance and the appropriate resolution.

If, as a result of the investigation, harassment, or a valid grievance is established, appropriate corrective and remedial action will be taken.

### Appeal of Grievance

If the grievant is not satisfied with the Response, the grievant may appeal in writing to the Chair of the Board of Trustees within thirty (30) days of the date of the Response summarizing the outcome of the investigation. The written appeal must contain all written documentation from the initial grievance and the grievant's reasons for not accepting the Response. The appeal, in letter form, may be submitted to the CEO who will relay it to the Chair of the Board of Trustees.

Within twenty-one (21) days from receiving the written appeal, the Chair of the Board of Trustees will respond in writing to the appellant as to the action to be taken and the reasons therefore.

### Prohibition Against Retaliation

Ingenuity Prep pledges that it will not retaliate against any person who files a complaint in accordance with this policy, or any person who participates in proceedings related to this policy.

In addition, Ingenuity Prep will not tolerate any form of retaliation against any person who makes a good faith report or complaint about perceived acts of harassment, discrimination, or concern, or who cooperates in an investigation of harassment, discrimination, or a concern. Any person who is found to be engaging in any kind of retaliation will be subject to appropriate disciplinary action.



## **APPENDIX K – Discipline Of Students With Disabilities**

### ***Purpose***

If a student violates the Ingenuity Prep Code of Student Conduct, before consequences or punishment are imposed, a school must consider whether the student has a disability evidenced by an IEP or 504 Plan. While all students may be disciplined, it is both illegal and unjust to punish a child when the offense is directly related to his disability or when the IEP or 504 Plan is not implemented.

### ***Legal Standard***

Disciplinary actions give students with disabilities extra legal protections when the discipline constitutes a change in placement. A “change in placement” is a legal term that applies to the following situations:

- A suspension or expulsion for more than 10 consecutive school days. If a student has transportation on his IEP, then bus suspensions are also counted.
- Suspensions that may total less than 10 cumulative school days in a school year may be a change in placement if they appear as part of a pattern of suspensions. A pattern of suspensions may be found if the student is suspended for behavior that is “substantially similar” to behavior for which the child has previously been suspended. Factors may include same type of behavior, same victim, same class, same day of the week or same time of day.

If the offense is a change in placement, the school team (including the parent) must advise parents in writing, provide a copy of the IDEA procedural safeguards, and hold a Manifestation Determination meeting to determine two issues:

- Was the student’s misconduct caused by or directly and substantially related to the student’s disability?
- Was the student’s misconduct a direct result of the school’s failure to follow the child’s IEP?

If the team answers yes to either question, then the student’s behavior is a manifestation of his/her disability. The student may not be suspended, expelled or transferred to a remedial disciplinary school as a punishment for misbehavior that is a manifestation of a disability. The team must conduct a functional behavioral assessment and create a behavior plan addressing ways that the school can help a student with a conduct issue. If the student already has a behavior plan, the plan must be reviewed and modified to address how the school can better assist the student with the conduct issue.

If all team members agree that the student’s conduct was not a manifestation of his disability, then the student may be subject to the same consequences as all students. If a parent disagrees with the team’s decision that the behavior was not a manifestation of the student’s disability, the parent may request a due process hearing to challenge this finding. If the Hearing Officer agrees with the parent, the student will remain in the school where the offense was committed unless the parent and the school agree otherwise. However, during the period of expulsion or transfer to an alternative placement or remedial disciplinary setting, the student must continue to receive special education services prescribed by his IEP and a Behavior Plan must be created or revised to address the offending conduct.



If Ingenuity Prep orders a disciplinary removal that meets the definition of a change in placement, it must continue to make FAPE available to the student. This means that even if the child is suspended or expelled from a school, the LEA must ensure that the student continues to receive educational services.

### ***Emergency Circumstances Involving School Safety: Weapons, Drugs or Serious Injury***

If a student: possesses illegal drugs; is selling prescription drugs; carries a weapon; or causes serious bodily injury to another, either at school or during a school related activity, the school may immediately remove the student for up to 45 school days to an alternative or remedial disciplinary setting. To comply with the law, a 45 school day emergency removal for serious bodily injury must be serious, i.e., requiring medical treatment.

Because drugs, weapons and serious bodily injury are so dangerous to a safe school climate, a school may remove a student under these circumstances for 45 school days regardless of whether a child has mental retardation or even if the team believes that the behavior is a manifestation of the student's disability. During the 45 school-day period, the school must convene a manifestation determination meeting. If the school determines that the conduct is a manifestation, the school may have the child re-evaluated, create or revise an existing behavior plan, or hold an IEP meeting to consider a more intensive special education placement upon the expiration of the 45-day alternative placement or sooner. If all team members determine that the conduct was not a manifestation of the student's disability, then the 45 school day emergency placement may proceed to a disciplinary proceeding afforded to all students.

### ***Emergency Hearing/Dangerousness***

If a school has solid reasons to believe that keeping the student in his current school is "substantially likely to result in injury to the child or to others", the school should consult with the RTI Coordinator who may request an emergency hearing to ask a Hearing Officer to transfer the student to an alternative setting for up to 45 school days. Dangerousness may exist even if there is no Code of Conduct violation. It is a consideration based on serious safety concerns for the student and/or the school community.

### ***Notice to Parents***

Any time a student with an IEP or 504 plan is removed to an alternative or remedial disciplinary setting, the parent must be given a NOREP stating this decision and a copy of the procedural safeguards.

### ***Restraints***

Restraints are considered the application of physical force, with or without the use of any device, for the purpose of restraining the free movement of a student's body. Does not include briefly holding, without force, a student in order to calm or comfort him, guiding a student or eligible young child to an appropriate activity, or holding a student's or eligible young child's hand to safely escort him/her from one area to another. Excluded from this definition is hand-over-hand assistance with feeding or task completion and techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parents and specified in the IEP.

Restraints to control acute or episodic aggressive or self-injurious behavior may be used only when the student is acting in a manner as to be a clear and present danger to him/herself, to other students or to



employees, and only when less restrictive measures and techniques have proven to be or are less effective. The use of restraints to control the aggressive behavior of an individual student must cause the school entity to notify the parent of the use of the restraint and a meeting of the IEP Team within 10 school days of the inappropriate behavioral causing the use of restraints, unless the parent, after written notice, agrees in writing to waive the meeting.

At this meeting, the IEP Team must consider whether the student needs a functional behavioral assessment, reevaluation, a new or revised positive behavior support plan, or a change of placement to address the inappropriate behavior.

The use of restraints may only be included in a student's IEP when:

- It is utilized with specific component elements of positive behavior support;
- It is used in conjunction with the teaching of socially acceptable alternative skills to replace problem behavior;
- Staff are authorized to use the procedure and have received the staff training required; and
- There is a plan in place for eliminating the use of restraint through the application of positive behavior support.

Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents. Mechanical restraints shall prevent a student from injuring him/herself or others or promote normative body positioning and physical functioning. Examples include:

- Devices used for physical or occupational therapy;
- Seatbelts in wheel chairs or on toilets used for balance and safety;
- Safety harnesses in buses; and
- Functional positioning devices.

The following aversive techniques of handling behavior are considered inappropriate and may not be used:

- Corporal punishment;
- Punishment for a manifestation of a student's disability;
- Locked rooms, locked boxes or other locked structures or spaces from which the student can not readily exit;
- Noxious substances;
- Deprivation of basic human rights, such as withholding meals, water or fresh air;
- Suspensions constituting a pattern under §14.143(a) (relating to disciplinary placement);
- Treatment of a demeaning nature;
- Electric shock.
- The use of prone restraints. Prone restraints are those in which a student or eligible young child is held face down on the floor.

Ingenuity Prep prepares students to succeed in college and beyond as impactful civic leaders.





### ***Notice and Appeal of Suspension and Expulsion***

The decision to suspend or expel a student shall be made by the CEO or administrative designee and communicated to the parent/guardian in writing, in person, or over the phone. An electronic record of the suspension, accessible to parents, will be made within 12 hours of the decision. The student's parents/guardians have 48 hours from this electronic submission to challenge the suspension or expulsion by submitting to the Chair of the Board of Trustees, in writing, an appeal of the decision. During this time, the student will not be allowed to attend classes. A hearing will be held to respond to the appeal, with the parent/guardian, CEO or designee, and the administrator who issued the suspension decision with 72 business hours of the appeal request. The Chair of the Board of Trustees will issue a decision in writing to the parents/guardians and the school administration within 48 hours of the hearing. The decision of the Chair of the Board of Trustees in affirming or reversing the CEO's decision is final.

### ***Grievance Procedures***

It is the policy of Ingenuity Prep that all employees, students, parents, and visitors have the right to voice their complaints or grievances about matters pertaining to its schools.

Ingenuity Prep recognizes the meaningful value and importance of full discussion in resolving misunderstandings and in preserving good relations between management and employees. Accordingly, the following grievance procedure should be employed to ensure that complaints receive full consideration.

### ***What May Be Grieved***

The Ingenuity Prep grievance process should be used as follows: (1) to deal with complaints and concerns pertaining to educational environment, employment arrangements, or interpersonal conflicts; and (2) to resolve complaints of discrimination and harassment based upon race, color, religion, creed, sex, national origin, age, disability, veteran status, sexual orientation, or otherwise.

### ***Who May Grieve***

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

### ***Other Remedies***

The existence of this procedure does not bar grievants from also filing claims in other forums to the extent permitted by state or federal law.

### ***Informal Grievance***

Because most difficulties can be resolved by communicating a concern to someone, grievants are encouraged to discuss their concern or harassment complaint promptly and candidly with their immediate supervisor, the school principal, or the CEO.

The grievant is not required to discuss his or her complaint with the alleged harasser or perpetrator in any manner or for any reason prior to initiating a formal grievance.

Ingenuity Prep prepares students to succeed in college and beyond as impactful civic leaders.

**Formal Grievance**

*Within ninety (90) days of encountering the harassment, discrimination, or complaint that is the subject of the grievance, a grievant shall file a written notice with the school principal or with the CEO. The written notice shall identify the nature of the complaint, the date(s) of occurrence, and the desired result, and shall be signed and dated by the person filing the grievance. In the event a grievance is being filed by the legal guardian or parent of a student, the student and the legal guardian and/or parent shall sign and date the grievance. The principal and the CEO can be reached at the contact information provided below.*

The CEO will immediately initiate an adequate, reliable impartial investigation of the grievance. Each formal complaint will be investigated, and depending on the facts involved in each situation, will be decided after receiving information from the appropriate individuals. Each investigation will include interviewing witnesses, obtaining documents, and allowing parties to present evidence.

All documentation related to the investigation and discussions held in this process are considered EXTREMELY CONFIDENTIAL and are not to be revealed to or discussed by any participant with, persons not directly involved with the complaint, with its investigation, or with the decision making process. This provision does not include discussions with governmental authorities.

Within thirty (30) business days of receiving the written notice, the CEO shall respond in writing to the grievant (the "Response"). The Response shall summarize the course of the investigation, determine the validity of the grievance and the appropriate resolution.

If, as a result of the investigation, harassment, or a valid grievance is established, appropriate corrective and remedial action will be taken.

If the complaint involves a member of the school leadership or if the issue cannot be resolved between the complainant and the school leadership, a written complaint or appeal may be made to the Board Chair, Derrick Mashore, at [derrick.mashore@cbre.com](mailto:derrick.mashore@cbre.com).

**Appeal of Grievance**

If the grievant is not satisfied with the Response, the grievant may appeal in writing to the Chair of the Board of Trustees within thirty (30) days of the date of the Response summarizing the outcome of the investigation by emailing Derrick Mashore at [derrick.mashore@cbre.com](mailto:derrick.mashore@cbre.com). The written appeal must contain all written documentation from the initial grievance and the grievant's reasons for not accepting the Response. The appeal, in letter form, may be submitted to the CEO who will relay it to the Chair of the Board of Trustees.

Within twenty-one (21) days from receiving the written appeal, the Chair of the Board of Trustees will respond in writing to the appellant as to the action to be taken and the reasons therefor.

**Prohibition Against Retaliation**

Ingenuity Prep pledges that it will not retaliate against any person who files a complaint in accordance with this policy, or any person who participates in proceedings related to this policy.

Ingenuity Prep prepares students to succeed in college and beyond as impactful civic leaders.



In addition, Ingenuity Prep will not tolerate any form of retaliation against any person who makes a good faith report or complaint about perceived acts of harassment, discrimination, or concern, or who cooperates in an investigation of harassment, discrimination, or a concern. Any person who is found to be engaging in any kind of retaliation will be subject to appropriate disciplinary action.



## **APPENDIX L – SY23-24 ACADEMIC CALENDAR**

Ingenuity Prep prepares students to succeed in college and beyond as impactful civic leaders.

# 2023 - ACADEMIC CALENDAR - 2024



AUGUST 2023				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

KEY DATES	
8/23	First Day of School
9/22	Family Teacher Conferences
10/6	Staff Wellness Day
11/3	Staff PD Day
11/17	Family Teacher Conferences
1/3	Staff PD Day
2/2	Staff PD Day
2/15	Family Teacher Conferences
2/16	Staff Wellness Day
3/15	Staff Wellness Day
4/22	Staff PD Day
5/3	Family Teacher Conferences
6/18	Last Day of School

JANUARY 2024				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

FEBRUARY 2024				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	

SEPTEMBER 2023				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

OCTOBER 2023				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

MARCH 2024				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

APRIL 2024				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

NOVEMBER 2023				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	



DECEMBER 2023				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

MAY 2024				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31




JUNE 2024				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

 **INGENUITYPREP**  
 4600 Livingston Rd. SE  
 Washington D.C.  
 (202) 562-0391  
[www.ingenuityprep.org](http://www.ingenuityprep.org)

**DAILY SCHEDULE**  
**M, T, Th, F:**  
 8:20AM - 3:40PM  
**Wed:**  
 8:20AM - 2:15PM

 **1st Day of School**  
 **Last Day of School for Students**

**NO SCHOOL FOR STUDENTS**

-  Family Teacher Conferences
-  Staff Professional Development Day
-  Holidays & Breaks



## APPENDIX M - INGENUITY PREP UNIFORM GUIDE

### School Year 2023-24

It is the expectation that all students come to school in *full uniform* each day. Any student not in *full uniform* will not be allowed to stay at school. Why do we take uniforms so seriously?

- **Uniforms unite us.** We believe uniforms unite us as a community, serving as a visual reminder that we have a shared mission - to prepare students to be successful in college and beyond as impactful civic leaders.
- **Uniforms reduce distractions and clothing competition.** Uniforms reduce the likelihood that any student will be disparaged, stigmatized, or made to feel bad about his/her clothes.
- **Uniforms look professional.** When our students are well-dressed in sharp uniforms, they signal to the world that they are serious about their education - and serious about becoming strong civic leaders.

### GUIDELINES

#### Uniform Shirts

- Students must wear official, Ingenuity Prep-branded short-sleeve or long-sleeve Polo shirt.
- Shirts should be tucked in at all times.

#### Undergarment Shirts

- The uniform shirt must be the outermost layer of clothing; students may wear undershirts, only if the uniform polo shirt is worn on top.

#### Outerwear for Colder Weather

- Students may wear the official, Ingenuity Prep-branded cardigan or fleece.
- Students may also wear solid, navy blue, non-Ingenuity Prep branded outerwear such as cardigans, sweaters, or vests provided that the Ingenuity Prep uniform polo shirt is clearly visible (e.g., zip- or button-front cardigans). Pull-over sweaters and sweatshirts are not permitted. Logos, text, images, etc. are not permitted.
- In cold weather, additional layers may be worn *under* the uniform shirt (see “Undergarment Shirts” above).

#### Uniform Bottoms

- All students have the option of choosing from among the following uniform bottoms: pants, shorts, skirts, skorts, or dresses.

Ingenuity Prep prepares students to succeed in college and beyond as impactful civic leaders.



- Uniform bottoms must be a solid khaki/tan color.
- Pants
  - If pants have belt loops, we recommend students wear a solid black/brown belt.
  - Pants should not be baggy or multi-pocketed. No cargo pants.
- Shorts
  - Very loose or baggy shorts are not acceptable.
  - Shorts should be no shorter than 1 inch above the knee and no longer than knee-length.
- Skirt, Skorts, and Dresses
  - Instead of pants, students may choose to wear knee-length skirts/skorts or longer dresses.
  - Bloomers must be worn under skirts.

#### **Shoes**

- Students must wear closed-toed shoes. Sandals are not allowed. Tennis shoes, flats, and ankle-height boots are allowed.
- Shoes with distracting accessories, such as light-up soles, wings, fringe, fur, etc., are not allowed.
- Taller boots are allowed when worn with pants and the pants cover the boots.
- Whenever possible, it is preferred that shoes are solid-colored navy, brown, or black - with no stripes that are a different color than the shoe.

#### **Socks and Tights**

- Socks should be solid-colored navy blue, black, or white.
- Tights should be solid-colored navy blue, black, or white.

#### **Jewelry**

- Stud earrings are the only allowable jewelry.
- Students should not wear hoop earrings, rings, bracelets, or necklaces (even under clothing). It is the consensus of the teachers that these items regularly distract students from their learning.

#### **Hair Accessories**

- We ask that students not wear large bows or other hair accessories that can become distracting.
- Hair beads are acceptable, with no color restriction.

Ingenuity Prep prepares students to succeed in college and beyond as impactful civic leaders.



### **Make-Up**

- Make-up is not allowed at school. Lip-gloss is not allowed, as it can become a distraction to student learning.
- Students may use non-colored Chapstick or other non-glossy lip moisturizers.

### **Bathroom Accidents**

- Students in PreK through Kindergarten should have a spare change of clothes at school to access in the case of a bathroom accident. If a student does not have a spare change of clothes, parents will be asked to come to school with a spare change of clothes.
- It is preferred but not required that students' spare change of clothes be an Ingenuity Prep uniform. This helps minimize the extent to which students who have had accidents "stand out" from their peers.
- Students can change into a non-Ingenuity Prep uniform. If this is the case, the spare change of clothes should include a solid navy, brown, or black shirt and pants/skirt/skort/dress.

### **Field Trips**

- Because field trips are an opportunity for students to represent Ingenuity Prep in public, the school has decided that, going forward, students will wear their Ingenuity Prep uniform short and may wear trip-appropriate bottoms and shoes. All shoes should be closed-toe.
- School administrators may authorize exceptions if a field trip involves physical activity that could significantly dirty uniforms.

In the event that a uniform-related issue arises, Ingenuity Prep is solely responsible for making all determinations as to whether a clothing article or accessory adheres to the Uniform Guidelines. We reserve the right to make any changes to the Uniform Guidelines and the related consequences, as we determine is necessary, at any time.





## **APPENDIX N – OPEN MEETINGS POLICY**

In accordance with the District of Columbia Open Meetings Act (OMA), Ingenuity Prep holds public meetings at any gathering of a quorum of the Board, including hearings, roundtables, regular, special, or emergency meetings where members consider, conduct or advise on public business. ([DC Official Code §2-574\(1\)](#)).

The schedule of Board Meetings is posted on the school website, together with registration (for virtual meetings) or location information for upcoming meetings and minutes when meetings have passed.



## **APPENDIX O – USDA NONDISCRIMINATION POLICY**

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) Mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW Washington, D.C. 20250-9410;
- (2) Fax: (202) 690-7442; or
- (3) Email: [program.intake@usda.gov](mailto:program.intake@usda.gov). This institution is an equal opportunity provider.



**APPENDIX P – AppleTree Institute Statement of Participation  
(PreK Only)**

Your child's school is in partnership with AppleTree Institute. As part of the regular program, your child's teachers will assess your child's academic and social skills. AppleTree Institute reviews the data internally and with your child's teacher to improve instruction. De-identified data are also shared with staff, consultants, educators, and in educational reports. Within this partnership, AppleTree Institute reserves the right to photograph/videotape students, faculty, staff and facilities in connection with the activities of the school and to reproduce such images to promote, publicize, or explain the school or its activities. These images may appear in any of a variety of formats and media now available or that may be available in the future, including but not limited to print, broadcast, videotape, and electronic/on-line media. Parents who do not wish to have their child included in the above coverage should inform the principal in writing.



## **APPENDIX Q – Preventing and Addressing Student-on-Student Acts of Sexual Harassment, Sexual Assault, and Dating Violence**

### **I. Introduction**

The School Safety Omnibus Amendment Act of 2018 (SSOAA) requires schools to adopt and implement a policy that prevents and addresses student-on-student acts of sexual harassment, sexual assault, and dating violence.<sup>1</sup> It also requires schools to provide training for staff at the time of hiring and at a minimum every two years thereafter on student-on-student acts of sexual harassment, assault, and dating violence. Additionally, schools must provide information for parents/guardians on recognizing the warning signs of student-on-student sexual harassment, sexual assault, and dating violence, as well as effective, age-appropriate methods for discussing such topics with students.

Ingenuity Prep's policy includes requirements for preventing student-on-student acts of sexual harassment, sexual assault, and dating violence as well as procedures for responding to allegations of such acts. For a list of definitions of key terms used throughout this policy, please consult Definitions at the end of this policy.

Situations that involve allegations of student-on-student acts of sexual harassment, sexual assault, and dating violence are highly sensitive and often complex. Schools shall always contact the Metropolitan Police Department (MPD) at 911 or the Child and Family Services Agency (CFSA) hotline at (202) 671-SAFE if they are uncertain about how to proceed with a situation, including if the school is unsure whether a situation rises to the level of criminal or mandatory reporting requirements under District or federal law. CFSA and MPD are available to consult with schools and a student's identity may be kept anonymous during a consultation. MPD and CFSA collaborate closely to ensure the proper response and protection of students.

### **A. Scope of Policy**

This policy applies to all schools within Ingenuity Prep and to all students enrolled in Ingenuity Prep, regardless of sexual orientation or gender identity. All employees, contractors, and agents of Ingenuity Prep and all students enrolled in schools in Ingenuity Prep shall adhere to this policy. The policy applies to all actions that occur at school, during school events and activities regardless of their location, and during travel time to and from school, school events, and activities. It may also include contact over social media that has an impact on student safety or performance in school. The policy shall apply to all incidents involving at least one student who is enrolled in a school in Ingenuity Prep.

---

<sup>1</sup> School Safety Omnibus Amendment Act of 2018: <http://lims.dccouncil.us/Download/40929/B22-0951-SignedAct.pdf>. Codified at DC Official Code § 38-952.01, *et seq.* Retrieved from: <https://code.dccouncil.us/dc/council/code/titles/38/chapters/9B/>



## **B. Prohibition of Student-on-Student Acts of Sexual Harassment, Sexual Assault, and Dating Violence**

Ingenuity Prep prohibits student-on-student acts of sexual harassment, sexual assault, and dating violence and takes seriously all allegations of such actions. When the school knows or reasonably should know that such an act has occurred, then the school shall take immediate and appropriate action to investigate. The procedures outlined in this policy shall be completed regardless of whether or not the student who was harassed or assaulted files a complaint or otherwise asks the school to take action.<sup>2</sup> If someone other than the student who is the recipient of the alleged harassment or assault files the complaint, then the school shall inform the identified student of the complaint so that safety planning can occur.

## **C. Key Considerations**

As noted above, the policy applies to all actions that occur at school, during school events and activities regardless of their location, and during travel time to and from school, school events and activities. It may also include contact over social media that has an impact on student safety or performance in school. The school shall follow the Ingenuity Prep student discipline policies, as required by DC Official Code § 38-236.01 *et. seq.*, to determine actions that fall within the school's responsibility to address as discipline matters.<sup>3</sup> Regardless of whether an action occurs within the school's scope of responsibility to address as a disciplinary matter, school staff shall always report any information of suspected criminal conduct to MPD by calling 911 or suspected abuse or neglect of a child within the child's home to CFSA by calling (202) 671-SAFE.

If younger children are involved, it may be necessary to determine the degree to which they are able to recognize that certain sexual conduct is that to which they can or should reasonably object and the degree to which they can articulate an objection.<sup>4</sup>

It may be necessary to consider the degree to which younger children are engaging in activities that are considered typical versus problematic. The CFSA hotline (202) 671-SAFE is available to talk with school staff to determine if behavior is developmentally appropriate or indicative of abuse.

---

<sup>2</sup> This sentence adapted from: US Department of Education Office for Civil Rights (January 2001). *Revised Sexual Harassment Guidance: Harassment of Students by Schools Employees, Other Students, or Third Parties: Title IX*, 25. Retrieved from: <https://www2.ed.gov/about/offices/list/ocr/docs/shguide.pdf>

<sup>3</sup> DC Official Code § 38-236.01, *et seq.* Retrieved from: <https://code.dccouncil.us/dc/council/code/titles/38/chapters/2/subchapters/II/parts/C/>

<sup>4</sup> US Department of Education Office for Civil Rights (January 2001). *Revised Sexual Harassment Guidance: Harassment of Students by Schools Employees, Other Students, or Third Parties: Title IX*, 8. Retrieved from: <https://www2.ed.gov/about/offices/list/ocr/docs/shguide.pdf>



## **II. Preventing Student-on-Student Acts of Sexual Harassment, Sexual Assault, and Dating Violence**

### **A. Informing the School Community about the Policy**

At least once per school year, schools shall provide students, families, and school personnel with this policy and information about where complaints may be filed. In order to ensure that students and families are adequately informed about the policy and procedures, the school shall make this policy available in the following locations: on the school's website, in the main office, in the school health suite, in the office of the school counselor and school social worker, and in the parent and student handbooks.<sup>5</sup> Schools shall inform students about this policy in a developmentally appropriate manner. Schools are encouraged to use health curricula as a means to open conversations related to sexual harassment, sexual assault, and dating violence.

<sup>6</sup> This policy shall also be included in the Ingenuity Prep staff handbook.

### **B. Training**

Ingenuity Prep recognizes the importance of educating its employees and students regarding the prevention of student-on-student acts of sexual harassment, sexual assault, and dating violence. Information on recognizing the warning signs of student-on-student acts of sexual harassment, sexual assault, and dating violence, as well as effective age-appropriate methods for discussing such topics with students, shall be made available for parents/guardians.<sup>7</sup>

Additionally, school staff shall receive training utilizing evidence-based standards on student-on-student acts of sexual harassment, sexual assault, and dating violence upon hiring and biennially thereafter.<sup>8</sup> Staff training shall include instruction on the following:

- Identifying, responding to, and reporting student-on-student acts of sexual harassment, sexual assault, or dating violence, including any mandatory reporting requirements under District or federal law which may be triggered by such incidents;
- Communicating universal prevention techniques to students that increase their ability to set and communicate about appropriate boundaries, respect boundaries set by others, and build safe and positive relationships; and

---

<sup>5</sup> Adapted from: US Department of Education Office for Civil Rights (January 2001). *Revised Sexual Harassment Guidance: Harassment of Students by Schools Employees, Other Students, or Third Parties: Title IX*, 20. Retrieved from: <https://www2.ed.gov/about/offices/list/ocr/docs/shguide.pdf>

<sup>6</sup> Please see OSSE's "Curricula Guide for Meeting DC Health Education Standards and School Safety Omnibus Amendment Act of 2018 (SSOAA) Requirements" for a list of curricula that meet SSOAA's requirements: <https://osse.dc.gov/page/school-safety-omnibus-amendment-act-2018-ssoaa#resources>

<sup>7</sup> DC Official Code § 38-952.02. Retrieved from: <https://code.dccouncil.us/dc/council/code/titles/38/chapters/9B/>

<sup>8</sup> DC Official Code § 38-952.02. Retrieved from: <https://code.dccouncil.us/dc/council/code/titles/38/chapters/9B/>



- Receiving reports and disclosures from students regarding student-on-student acts of sexual harassment, sexual assault, or dating violence in a supportive, appropriate, and trauma-informed manner.

### **III. Addressing Student-on-Student Acts of Sexual Harassment, Sexual Assault, and Dating Violence**

#### **A. Reporting Student-on-Student Acts of Sexual Harassment, Sexual Assault, and Dating Violence**

##### **1. Student, Parent, and Guardian Reporting**

Students, parents, guardians, and other individuals are encouraged to file complaints as soon as possible after the alleged act. No time limit shall be placed upon when a complaint may be filed. Complaints, including anonymous complaints, may occur through any form of communication, including in writing, via telephone, or via in-person conversation. Complaints shall be filed with the Ingenuity Prep Title IX Coordinator. The name, office address, and contact information for the Title IX Coordinator shall be available in the main office. If a student, parent, guardian, or other individual files a report with a school staff member other than the Title IX Coordinator, then that school staff member shall immediately follow mandated reporter requirements to alert MPD by calling 911. The staff member shall then report the information to the Title IX Coordinator.

Reporting students, parents, guardians, or other individuals may choose to simultaneously alert MPD by calling 911. Even if MPD is investigating, the school shall continue its own investigation, as legal standards for criminal investigations are different from the standards under Title IX. Schools shall not delay their investigation while the MPD investigation occurs. However, schools shall refrain from interviewing any involved parties until after MPD has conducted its interviews.

If a reporting student decides against filing a formal complaint, the school shall still investigate and take appropriate steps to resolve the situation and ensure the safety of all students. Furthermore, the school shall investigate any incidents of misconduct involving direct observation by school staff, regardless of whether the student files a report or requests any action.<sup>9</sup> If the school begins an investigation, the school shall inform the identified student so that safety planning can occur. In an effort not to compromise the integrity of the law enforcement and child protective services investigation, the timing and manner of the school's investigation shall be coordinated with both of those entities.

---

<sup>9</sup> This paragraph adapted from: US Department of Education Office for Civil Rights (January 2001). *Revised Sexual Harassment Guidance: Harassment of Students by Schools Employees, Other Students, or Third Parties: Title IX*, 15. Retrieved from: <https://www2.ed.gov/about/offices/list/ocr/docs/shguide.pdf>



In cases of discrimination, a student may also choose to file a complaint with the US Department of Education [Office for Civil Rights \(OCR\)](#) or the District of Columbia [Office of Human Rights \(OHR\)](#).<sup>10,11</sup>

US Department of Education  
Office for Civil Rights  
Lyndon Baines Johnson Department of Education Building  
400 Maryland Avenue, SW  
Washington, DC 20202-1100  
Phone: (800) 421-3481  
Fax: (202) 453-6012; TDD: (800) 877-8339  
Email: [OCR@ed.gov](mailto:OCR@ed.gov)

DC Office of Human Rights  
441 4th Street NW, Suite 570 North  
Washington, DC 20001  
Phone: (202) 727-4559  
Fax: (202) 727-9589  
TTY: 711  
Email: [ohr@dc.gov](mailto:ohr@dc.gov)

## 2. Mandated Reporting

All school staff have the duty to report the complaint to appropriate school officials.<sup>12</sup> Additionally, all mandated reporters of Ingenuity Prep are required to report any information of neglect and abuse of a child to MPD by calling 911 or to CFSA by calling (202) 671-SAFE.<sup>13,14</sup> For more information on mandated reporter requirements, consult CFSA's [Mandated Reporter Training](#).<sup>15</sup> CFSA shall only be contacted if the alleged perpetrator of the abuse is the student's parent, guardian, or custodian. In all other cases, the school staff member shall file the report with MPD by calling 911.

The report shall include as much of the following information as possible:

---

<sup>10</sup> Office for Civil Rights: <https://www2.ed.gov/about/offices/list/ocr/complaintprocess.html>

<sup>11</sup> Office of Human Rights: <https://ohr.dc.gov/service/file-discrimination-complaint>

<sup>12</sup> This sentence adapted from: US Department of Education Office for Civil Rights (January 2001). *Revised Sexual Harassment Guidance: Harassment of Students by Schools Employees, Other Students, or Third Parties: Title IX*, 13. Retrieved from: <https://www2.ed.gov/about/offices/list/ocr/docs/shguide.pdf>

<sup>13</sup> DC Official Code § 4-1321.02. Retrieved from: <https://code.dccouncil.us/dc/council/code/titles/4/chapters/13/subchapters/II/>

<sup>14</sup> DC Official Code § 22-3020.52 (Pertaining to reporting requirements involving child victims of sexual abuse). Retrieved from: <https://code.dccouncil.us/dc/council/code/sections/22-3020.52.html>

<sup>15</sup> Mandated Reporter Training: <https://cfsa.dc.gov/service/mandated-reporter-training>





- The name, address, age, and gender of the student;
- The individual allegedly perpetrating the sexual misconduct against the student;
- The nature and extent of the sexual misconduct, as the individual knows it – and any previous sexual misconduct that the individual may know about; and
- Any additional information that may be helpful.

There is no requirement that the reporter determine whether the report is substantiated. It is not the responsibility of school staff to prove that the student has been a victim of sexual misconduct or to determine whether the student is in need of protection. Criminal/child abuse and neglect investigations are the responsibility of CFSA and MPD. As such, such interviews with the student or suspected abuser shall not be conducted by school staff or school district employees. Notes of voluntary or spontaneous statements by the student shall be made and given to the investigating agency. Interviews conducted for the purposes of determining criminal conduct or determining child abuse by anyone other than the investigating agency (MPD or CFSA) could jeopardize proper handling of a child abuse or neglect case. Interviews conducted subsequent to the end of the investigating agencies' investigation for purposes of compliance with existing law are not prohibited.

School staff shall cooperate with CFSA and MPD personnel authorized to investigate reports of sexual misconduct, including by preserving any video footage, providing access to students, providing space for CFSA or MPD to conduct interviews, and allowing for the student to be interviewed without school staff present. The school shall also provide access to the school for sexual assault victim advocates or sexual assault youth victim advocates, who may be present during the MPD interview, consistent with DC Official Code § 23-1908 and the Sexual Assault Victims' Rights Amendment Act of 2019.<sup>16</sup> The school shall limit communication about the investigation to only those individuals who are required to know.

Any person making reports in good faith in an investigation of sexual misconduct between school staff and students is immune from any civil or criminal liability that otherwise might arise from those actions.<sup>17</sup>

Upon making the report to CFSA or MPD, school staff shall then promptly deliver the report to the Title IX Coordinator and the head of school.

---

<sup>16</sup> DC Official Code § 23-1908. Retrieved from: <https://code.dccouncil.us/dc/council/code/titles/23/chapters/19/subchapters/II/>, as amended by the Sexual Assault Victims' Rights Amendment Act of 2019. Retrieved from: <http://lims.dccouncil.us/Legislation/B23-0067>

<sup>17</sup> DC Official Code § 22-3020.55 Retrieved from: <https://code.dccouncil.us/dc/council/code/titles/22/chapters/30/subchapters/II-A/>



### 3. Confidentiality

The school shall discuss confidentiality standards and concerns with the reporting student. Some reporting students may wish to remain anonymous. The school shall inform the reporting student that a confidentiality request may limit the school's ability to respond. If the reporting student continues to request to remain anonymous, then the school shall take all reasonable steps to investigate and respond to the complaint consistent with the reporting student's request, as long as doing so does not prevent the school from responding effectively to the complaint and preventing the action from recurring with other students.<sup>18</sup>

Steps that the school may take to limit the effects of alleged misconduct and prevent its recurrence without initiating formal action include, but are not limited to, the following:

- Providing increased monitoring, supervision, or security at the locations or activities where the misconduct occurred;
- Providing training and education materials for students and employees;
- Revising and publicizing the LEA's policies on sexual misconduct; and
- Conducting student, parent, and employee climate surveys regarding sexual misconduct.<sup>19</sup>

The school shall also consider the confidentiality needs of the accused student. Publicized accusations, if ultimately found to be false, may nevertheless irreparably damage the reputation of the accused student.<sup>20</sup>

### 4. Retaliation

Retaliation against any person who has filed a complaint, or has testified, assisted, or participated in any manner in an investigation, proceeding, or hearing under this policy is prohibited, and therefore, subject to disciplinary action. Retaliation may include, but is not limited to, harassment, threats, taunting, spreading rumors, unauthorized disclosure of the details of an investigation, ostracism, assault, destruction of property, or any negative conduct toward participants in response to an investigation and the events causing it. Anyone found to have engaged in retaliation will be subject to disciplinary action. Participants in an investigation, including victims, respondents, and witnesses, should report to the Title IX Coordinator any

---

<sup>18</sup> US Department of Education Office for Civil Rights (January 2001). *Revised Sexual Harassment Guidance: Harassment of Students by Schools Employees, Other Students, or Third Parties: Title IX*, 17. Retrieved from: <https://www2.ed.gov/about/offices/list/ocr/docs/shguide.pdf>

<sup>19</sup> White House Task Force to Protect Students from Sexual Assault (2016). *Considerations for School District Sexual Misconduct Policies*, 9. Retrieved from: <https://www.justice.gov/archives/ovw/page/file/900716/download>

<sup>20</sup> US Department of Education Office for Civil Rights (January 2001). *Revised Sexual Harassment Guidance: Harassment of Students by Schools Employees, Other Students, or Third Parties: Title IX*, 18. Retrieved from: <https://www2.ed.gov/about/offices/list/ocr/docs/shguide.pdf>



conduct that might reasonably constitute retaliation. If the Title IX Coordinator is the source of the retaliation, then the person alleging retaliation should contact the head of school.

## **B. Responding to Allegations of Student-on-Student Acts of Sexual Harassment, Sexual Assault, and Dating Violence**

The school shall adhere to the following procedures when responding to allegations of student-on-student acts of sexual harassment, sexual assault, and dating violence.

### **1. Immediate Steps**

In cases of criminal conduct or suspected abuse in the home, the school shall begin the following protocol after a report has been filed with CFSA or MPD and the Title IX Coordinator. In all other cases, the following protocol shall begin immediately after a report is made to the Title IX Coordinator.

#### **a. Acknowledgement of Receipt of Complaint**

Within a reasonable number of days, but in no case more than three business days, of receipt of the complaint, the school's Title IX Coordinator shall acknowledge in writing receipt of the complaint and inform the reporting student, parent, guardian, or staff member of the steps of the investigatory process.

#### **b. Interim Measures to Protect the Safety of the Reporting Student**

Upon becoming aware of any allegation of student-on-student acts of sexual harassment, sexual assault, or dating violence, the school shall take immediate actions to interrupt or stop the occurrence, prevent its recurrence, and address its effects. These actions shall occur regardless of whether the incident is the subject of a criminal investigation. Responsive measures shall be designed to minimize, as much as possible, the burden on the reporting student.<sup>21</sup> In order to protect, as much as possible, the confidentiality of the reporting student, responsive measures shall only be shared with school staff who are actively involved in their implementation. The school shall formalize the actions it is taking in a written action plan. These actions may include the following:

- Altering the reporting student's and/or the accused student's schedule to minimize or eliminate contact between them. Preference shall always be given to maintaining the reporting student's schedule and modifying the accused student's schedule;
- Changing locker locations;
- Allowing the reporting student to withdraw from a class without penalty;

---

<sup>21</sup> US Department of Education Office for Civil Rights (January 2001). *Revised Sexual Harassment Guidance: Harassment of Students by Schools Employees, Other Students, or Third Parties: Title IX*, 16. Retrieved from: <https://www2.ed.gov/about/offices/list/ocr/docs/shguide.pdf>



- Providing an escort to ensure that the reporting student feels safe throughout the school building;
- Providing academic support, such as tutoring, for the reporting student;
- Considering steps to ensure safe passage to and from school for the student;
- Providing access to the school's behavioral health team;
- Providing referrals to community-based services; and
- Administration of appropriate discipline procedures for the accused student in accordance with the Ingenuity Prep student handbook, as required by DC Official Code § 38-236.01 *et. seq.*<sup>22</sup>

### **c. Legal Protections for Reporting Students**

Upon filing a complaint, the reporting student shall be informed of their rights under the following laws:

- Title IX of the Education Amendments of 1972, approved June 23, 1972;<sup>23</sup>
- The Scott Campbell, Stephanie Roper, Wendy Preston, Louarna Gillis, and Nila Lynn Crime Victims' Rights Act of 2004, approved October 30, 2004;<sup>24</sup>
- The Human Rights Act of 1977, effective December 18, 1977;<sup>25</sup> and
- The DC Crime Victims' Rights Act.<sup>26</sup>

## **2. Impartial Procedures for Investigating Complaints**

Throughout the investigation process, every effort shall be taken to protect the confidentiality of reporting students in accordance with Title IX of the Education Amendments of 1972 and the DC Crime Victims' Rights Act.<sup>27, 28</sup>

---

<sup>22</sup> DC Official Code § 38-236.01, *et seq.* Retrieved from:

<https://code.dccouncil.us/dc/council/code/titles/38/chapters/2/subchapters/II/parts/C/>

<sup>23</sup> 20 US Code §§ 1681, *et seq.* Retrieved from:

<http://uscode.house.gov/view.xhtml?path=/prelim@title20/chapter38&edition=prelim>

<sup>24</sup> 18 US Code § 3771. Retrieved from: <http://uscode.house.gov/view.xhtml?req=granuleid:USC-prelim-title18-section3771&num=0&edition=prelim>

<sup>25</sup> D.C. Official Code § 2-1401.01 *et seq.* Retrieved from:

<https://code.dccouncil.us/dc/council/code/titles/2/chapters/14/>

<sup>26</sup> DC Official Code § 23-1901, *et seq.* Retrieved from:

<https://code.dccouncil.us/dc/council/code/titles/23/chapters/19/>

<sup>27</sup> 20 US Code §§ 1681, *et seq.* Retrieved from:

<http://uscode.house.gov/view.xhtml?path=/prelim@title20/chapter38&edition=prelim>

<sup>28</sup> DC Official Code § 23-1901, *et seq.* Retrieved from:

<https://code.dccouncil.us/dc/council/code/titles/23/chapters/19/>



Within four (4) business days of receipt of the complaint, the designated school personnel shall begin investigating the alleged acts. The investigation may include interviewing. In an effort not to compromise the integrity of the law enforcement and child protective services investigation, the timing and manner of the school's investigation shall be coordinated with MPD and CFSA. Both the reporting student and the accused student shall have the opportunity to present witness[es] and other evidence.<sup>29</sup> Every effort shall be taken to prevent disclosure of the names of all parties involved, including the reporting student, witness[es], and the accused student.<sup>30</sup> This process shall not last longer than ten (10) business days.

Both the reporting student and the accused student shall have the opportunity to have others present during any school disciplinary proceedings, including the opportunity to be accompanied to any proceeding by an advisor or advocate of their choice. The school may establish restrictions regarding the extent to which an advisor or advocate may participate in proceedings, as long as the restrictions apply equally to both parties.

When talking with students about alleged incidents, the school shall inform students that they may have their parent/guardian present. Schools shall consider the student's age when determining whether it is appropriate to contact the parent/guardian prior to talking with the student. The school shall consider the safety of the student when encouraging the student to disclose the report to their parent/guardian. For example, students who identify as LGBTQ may not be comfortable disclosing dating violence to their parent/guardian, if the parent/guardian is not aware and supportive of the student's sexual identity, gender identity, or gender expression.<sup>31</sup>

The investigatory process shall be conducted by a school official or agent who receives at least annual training on the following:

1. Issues related to student-on-student acts of sexual harassment, sexual assault, or dating violence; and
2. How to conduct an investigation that protects the safety of reporting students and promotes accountability.

---

<sup>29</sup> US Department of Education Office for Civil Rights (January 2001). *Revised Sexual Harassment Guidance: Harassment of Students by Schools Employees, Other Students, or Third Parties: Title IX*, 20. Retrieved from: <https://www2.ed.gov/about/offices/list/ocr/docs/shguide.pdf>

<sup>30</sup> US Department of Education Office for Civil Rights (January 2001). *Revised Sexual Harassment Guidance: Harassment of Students by Schools Employees, Other Students, or Third Parties: Title IX*, 16. Retrieved from: <https://www2.ed.gov/about/offices/list/ocr/docs/shguide.pdf>

<sup>31</sup> Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning.



Schools shall use the preponderance of evidence standard in order to determine if the alleged acts occurred, meaning that the allegations are more likely to be true than to be untrue based on the evidence.

Mediation is never appropriate in cases of sexual harassment, sexual assault, or dating violence. The school shall not institute any actions that require the reporting student and the accused student to work out an issue.<sup>32</sup>

Within one (1) business day of the completion of the investigation, the school shall notify both the reporting student and the accused student contemporaneously in writing of the following:

1. The results of any school disciplinary proceedings that arise from the allegation (e.g., whether the disciplinary proceedings found that student-on-student sexual harassment, sexual assault, or dating violence did occur). The Family Educational Rights and Privacy Act (FERPA) does not prohibit a student from learning the outcome of their complaint. Under FERPA, a school cannot release information to a complainant regarding disciplinary action imposed on a student found to have committed an act of sexual harassment, sexual assault, or dating violence if that information is contained in a student's education record, unless the information directly relates to the reporting student (e.g., an order requiring the accused student not to have contact with the reporting student) or the harassment involves a crime of violence;<sup>33</sup>
2. The school's procedures for the reporting student and the accused student to appeal the result of the institutional disciplinary proceedings, if such procedures are available;
3. Any change to the result of the disciplinary proceeding; and
4. When the results of the disciplinary proceeding become final.

Disciplinary action shall be instituted and resolved immediately upon completion of the investigation. Disciplinary action shall be implemented in accordance with the Ingenuity Prep student discipline policies, as required by DC Official Code § 38-236.01 *et. seq.*<sup>34</sup>

### 3. Resources for Affected Students and Families

---

<sup>32</sup> White House Task Force to Protect Students from Sexual Assault (2016). *Considerations for School District Sexual Misconduct Policies*, 8. Retrieved from: <https://www.justice.gov/archives/ovw/page/file/900716/download>

<sup>33</sup> US Department of Education Office for Civil Rights (January 2001). *Revised Sexual Harassment Guidance: Harassment of Students by Schools Employees, Other Students, or Third Parties: Title IX*, 37. Retrieved from: <https://www2.ed.gov/about/offices/list/ocr/docs/shguide.pdf>

<sup>34</sup> DC Official Code § 38-236.01, *et seq.* Retrieved from: <https://code.dccouncil.us/dc/council/code/titles/38/chapters/2/subchapters/II/parts/C/>



The [DC Victim Hotline](#) is available 24/7 by telephone, text, or online chat.<sup>35</sup> Through a partnership with the Mayor's Office of Victim Services and Justice Grants (OVSJG) and the National Center for Victims of Crime, the hotline provides comprehensive information, resources, and referrals in the District of Columbia. The DC Victim Hotline represents a collaboration of service providers in the District who are working to seamlessly connect victims of crime to free resources and to help them navigate the physical, financial, legal, and emotional repercussions of crime. To contact the Hotline, dial or text 1-844-4HELPDC (1-844-443-5732) or access the online chat at [www.DCvictim.org/Chat](http://www.DCvictim.org/Chat). Additionally, the school's behavioral health team is available to provide support for students, which may include individual counseling and referral for community-based services. Please consult the following for lists of appropriate resources, services, and information for students and families affected by student-on-student acts of sexual harassment, sexual assault, and dating violence.

- [Department of Behavioral Health's \(DBH\) Behavioral Resource Directory](#);<sup>36</sup>
- [MPD's Sexual Assault Resources List](#);<sup>37</sup>
- [MPD's Victim Specialists Unit](#);<sup>38</sup> and
- [OSSE's Supporting Mental Health in Schools Resources List](#).<sup>39</sup>

#### **4. Counseling and Intervention for the Accused Student**

As mandated reports, school staff who know or have reasonable cause to believe that a student is a victim of sexual abuse must report that knowledge or belief to CFSA by calling (202) 671-SAFE or to MPD by calling 911.<sup>40</sup> If the accused student's behavior indicates that they may be the victim of child sexual abuse or child abuse, then school staff shall follow [Mandated Reporting Guidelines](#).<sup>41</sup> Please note: CFSA shall only be contacted if the alleged perpetrator of the abuse is the student's parent, guardian, or custodian. In all other cases, the school staff member shall file the report with MPD.

Students who are alleged to have committed acts of student-on-student sexual harassment, sexual assault, or dating violence shall also be connected with appropriate counseling and intervention strategies, beginning with the school's behavioral health team. The school's behavioral health team may determine that the student should be connected with other

---

<sup>35</sup> DC Victim Hotline: <https://ovsig.dc.gov/page/dc-victim-hotline-now-available>

<sup>36</sup> DBH's Behavioral Resource Directory: <https://dbh.dc.gov/page/behavioral-health-resource-directory>

<sup>37</sup> MPD's Sexual Assault Resources List: <https://mpdc.dc.gov/node/137932>

<sup>38</sup> MPD's Victim Specialists Unit: <https://mpdc.dc.gov/node/141392>

<sup>39</sup> OSSE's Supporting Mental Health in Schools Resources List: <https://osse.dc.gov/page/supporting-mental-health-schools>

<sup>40</sup> DC Official Code § 4-1321.02. Retrieved from: <https://code.dccouncil.us/dc/council/code/titles/4/chapters/13/subchapters/II/>

<sup>41</sup> Mandated Reporting Guidelines: <https://cfsa.dc.gov/service/mandated-reporter-training>



resources, which may include resources from the Department of Behavioral Health's (DBH) [Behavioral Health Resource Link](#) or OSSE's [Supporting Mental Health in Schools Resources List](#).<sup>42,43</sup>

---

<sup>42</sup> DBH's Behavioral Health Resource Link: <https://washington.dc.networkofcare.org/mh/>

<sup>43</sup> OSSE's Supporting Mental Health in Schools Resources List: <https://osse.dc.gov/page/supporting-mental-health-schools>





## **Appendix A: Definitions**

The following key terms and definitions apply throughout this policy to prevent and address student-on-student sexual harassment, sexual assault, and dating violence.

### **Accused Student**

The accused student is the student or students who are alleged to have committed the act resulting in the complaint.

### **Consent**

Consent means words or overt actions indicating a freely given agreement to a physical act within the course of an interpersonal relationship. Consent to a physical act or contact may be initially given but withdrawn at any time. Lack of verbal or physical resistance or submission by the victim due to their mental or physical incapacitation or impairment, or the use of force, threats, or coercion shall not constitute consent. Past words or actions indicating freely given agreement to a past physical act or contact shall not constitute consent to a future physical act or contact.<sup>44</sup>

As appropriate, Ingenuity Prep will consider the age of the student (including the legal age of consent in the District of Columbia, as applicable), the nature of the conduct involved, and other relevant factors in determining whether a student had the capacity to consent to the sexual conduct. A student's participation in or acceptance of the conduct does not mean that they consented to the conduct. Some students may lack the ability to consent due, for example, to their age, intellectual or other disability, or incapacitation from the use of drugs or alcohol.<sup>45</sup>

### **Dating Partner or Intimate Partner**

A dating partner, or an intimate partner, is any person who is involved in a relationship with another person that is primarily characterized by social interaction of a sexual, romantic, or intimate nature, whether casual, serious, or long-term.<sup>46</sup>

### **Dating Violence or Intimate Partner Violence**

Dating violence, or intimate partner violence, is abusive or coercive behavior where a dating partner or intimate partner uses threats of, or actually uses, physical, emotional, economic,

---

<sup>44</sup> DC Official Code § 38-824.02(b-2)(2)(A). Retrieved from: <https://code.dccouncil.us/dc/council/code/titles/38/chapters/8A/subchapters/IV/>

<sup>45</sup> This paragraph adapted from: White House Task Force to Protect Students from Sexual Assault (2016). *Considerations for School District Sexual Misconduct Policies*, 6. Retrieved from: <https://www.justice.gov/archives/ovw/page/file/900716/download>

<sup>46</sup> DC Official Code § 38-952.01. Retrieved from: <https://code.dccouncil.us/dc/council/code/titles/38/chapters/9B/>



technological, or sexual abuse to exert power or control over a current or former dating partner or intimate partner.<sup>47</sup>

### Reporting Student

The reporting student is the student who logs a complaint. A parent/guardian or a school staff member may also make a report on behalf of a student.

### Sexual Assault

Sexual assault means any of the following offenses:

- **First degree sexual abuse:** Engaging in or forcing another person to engage in or submit to a sexual act in the following manner:
  - By using force against that other person;
  - By threatening or placing that other person in reasonable fear that any person will be subjected to death, bodily injury, or kidnapping;
  - After rendering that other person unconscious; or
  - After administering to that other person by force or threat of force, or without the knowledge or permission of that other person, a drug, intoxicant, or other similar substance that substantially impairs the ability of that other person to appraise or control his or her conduct.<sup>48</sup>
- **Second degree sexual abuse:** Engaging in or causing another person to engage in or submit to a sexual act in the following manner:
  - By threatening or placing that other person in reasonable fear (other than by threatening or placing that other person in reasonable fear that any person will be subjected to death, bodily injury, or kidnapping); or
  - Where the person knows or has reason to know that the other person is:
    - Incapable of appraising the nature of the conduct;
    - Incapable of declining participation in that sexual act; or
    - Incapable of communicating unwillingness to engage in that sexual act.<sup>49</sup>

---

<sup>47</sup> DC Official Code § 38-952.01. Retrieved from: <https://code.dccouncil.us/dc/council/code/titles/38/chapters/9B/>

<sup>48</sup> DC Official Code § 22-3002. Retrieved from: <https://code.dccouncil.us/dc/council/code/titles/22/chapters/30/>

<sup>49</sup> DC Official Code § 22-3003. Retrieved from: <https://code.dccouncil.us/dc/council/code/titles/22/chapters/30/>



- **Third degree sexual abuse:** Engaging in or causing sexual contact with or by another person in the following manner:
  - By using force against that other person;
  - By threatening or placing that other person in reasonable fear that any person will be subjected to death, bodily injury, or kidnapping;
  - After rendering that person unconscious; or
  - After administering to that person by force or threat of force, or without the knowledge or permission of that other person, a drug, intoxicant, or similar substance that substantially impairs the ability of that other person to appraise or control his or her conduct.<sup>50</sup>
- **Fourth degree sexual abuse:** Engaging in or causing sexual contact with or by another person in the following manner:
  - By threatening or placing that other person in reasonable fear (other than by threatening or placing that other person in reasonable fear that any person will be subjected to death, bodily injury, or kidnapping); or
  - Where the person knows or has reason to know that the other person is:
    - Incapable of appraising the nature of the conduct;
    - Incapable of declining participation in that sexual contact; or
    - Incapable of communicating unwillingness to engage in that sexual contact.<sup>51</sup>
- **Misdemeanor sexual abuse:** Engaging in a sexual act or sexual contact with another person when one should have knowledge or reason to know that the act was committed without that other person's permission.<sup>52</sup>
- **Attempts to commit sexual offenses:** Attempting to commit any offense defined above.<sup>53</sup>

## Sexual Harassment

---

<sup>50</sup> DC Official Code § 22–3004. Retrieved from: <https://code.dccouncil.us/dc/council/code/titles/22/chapters/30/>

<sup>51</sup> DC Official Code § 22–3005. Retrieved from: <https://code.dccouncil.us/dc/council/code/titles/22/chapters/30/>

<sup>52</sup> DC Official Code § 22–3006. Retrieved from: <https://code.dccouncil.us/dc/council/code/titles/22/chapters/30/>

<sup>53</sup> DC Official Code § 22–3018. Retrieved from: <https://code.dccouncil.us/dc/council/code/titles/22/chapters/30/>



Sexual harassment is any unwelcome or uninvited sexual advances, requests for sexual favors, sexually motivated physical conduct, stalking, or other verbal or physical conduct of a sexual nature that can be reasonably predicted to:

- Place the victim in reasonable fear of physical harm to their person;
- Cause a substantial detrimental effect to the victim's physical or mental health;
- Substantially interfere with the victim's academic performance or attendance at school; or
- Substantially interfere with the victim's ability to participate in, or benefit from, the services, activities, or privileges provided by a school.<sup>54</sup>

---

<sup>54</sup> DC Official Code § 38.952.01. Retrieved from: <https://code.dccouncil.us/dc/council/code/sections/38-952.01.html>



Ingenuity Prep prepares  
students to succeed in college  
and beyond as impactful civic  
leaders.



**INGENUITYPREP**