May 6, 2019

Dear Parents/Guardians:

It's that time of the year again! Enclosed is your 2019-2020 St. Coletta Back-to-School packet. The forms must be filled out and returned to the school prior to the start of the new school year. It is important that all forms be filled out completely and accurately. **YOU DO NOT NEED TO WAIT UNTIL ALL FORMS ARE COMPLETED BEFORE TURNING THEM IN TO THE SCHOOL, ESPECIALLY AS PHYSICAL AND DENTAL APPOINTMENTS MAY NOT YET BE SCHEDULED.** Copies of forms are available online on our website (www.stcoletta.org) for your convenience.

The Emergency Care Form consists of three pages, all of which must be fully completed each year, even if there have been no changes from previously submitted forms. The Authorization for Medication form must be completed by a doctor if medications are to be dispensed to the student during the school day. Medications may be mailed to the school, Attention: School Nurse, or dropped off in person at the front desk, but CANNOT be sent to the school with your child.

While these forms should be returned to school prior to the start of school on Monday, August 26, 2019, **again please return as many of the forms as possible prior to the end of this school year as it is difficult to process all of the paperwork when we receive it close to the start of the new school year.**

I have enclosed a checklist to help track the completion of each form. As always, if you need any individualized assistance in completing paperwork, please do not hesitate to contact me at (202) 350-8680 ext. 1002.

Sincerely,

[Signature]

Catherine Decker

Assistant Principal of Admissions

St. Coletta Special Education Public Charter School
ENROLLMENT/RE-ENROLLMENT CHECKLIST

There are several required registration forms that must be received by the school prior to the beginning of the school year, Monday, August 26, 2019. Below, please find a checklist to facilitate the completion of these forms.

________ DC Child Health Certificate & Immunization Record (Please insure the form is fully completed including the TB & lead screening, date, parent/guardian signature, and physician signature).

________ Emergency Care Form (3 page form – please complete fully; signed by parent/guardian).

________ Parent Handbook Acknowledgement (Signed by parent/guardian).

________ Discipline Policy Acknowledgement (Signed by parent/guardian).

________ Permission for Medication Form (Required for children taking any medications during the course of the school day). Form must be signed by a physician.

________ Authorizations for either Specific Health Medical Procedure or Feeding Tube Procedure (Required if your child will need any nursing procedure such as g-tube feeding, suctioning, dressing changes). Form must be signed by a physician.

________ Oral Health Care Certificate (Dental) Form must include the date of the exam, parent/guardian signature and dentist's signature.

________ Parent-School Compact for 2019-2020 School year (signed by parent/guardian)

________ Community-Based Instruction Permission Form (signed by parent/guardian)

________ Photographic Release Form (signed by parent/guardian)

________ Free and Reduced Lunch Form (signed by parent/guardian)

________ Residency Verification if not already completed with the school (yearly requirement which is completed at the school); Additional information is provided as part of this packet

________ H3 – H5 students only: Family Life Education Permission Form (signed by parent)

________ H4 – H5 students only: Career-Based Training Program Forms (signed by parent)

________ Special Olympic Permission/Health Care Form (provided if your student has an expired or soon to expire medical form; signed by physician and parent).

________ NEW STUDENTS only: Race/Ethnicity Form and Home Language Survey (signed by parent)
ANNOUNCEMENTS
May 6, 2019

Dear Parents and Guardians;

Enclosed please find written complaint procedures mandated under the *Elementary and Secondary Education Act*. The DC State Education Agency is required to make these procedures known to you. In the District of Columbia, the State Education Agency is the Office of the State Superintendent of Education (OSSE). These procedures will be included annually in your child’s “Back-to-School” packet.

If you have further questions, please call.

Thank you,

Christie Mandeville
Principal
Complaint Procedures for Elementary and Secondary Education Act Programs and Grants

I. Authority and Purpose

The Office of the State Superintendent of Education (OSSE) was established by the Public Education Reform Amendment Act of 2007 to “serve the state education agency and perform the functions of the state education agency for the District of Columbia.” As the District’s State education agency (SEA), OSSE is responsible for administration of most U.S. Department of Education (ED) programs funded by the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act, collectively referred to herein as “ESEA.”

An SEA must adopt written procedures for the receipt and resolution of complaints alleging violations of the law in the administration of ESEA programs. The complaint process is available for parties that believe an ESEA program was not administered in accordance with federal law and regulations. Prior to submission of a written complaint, the concerned party is encouraged to first communicate concerns with the specific authority most familiar with the matter to attempt to reach a resolution (e.g., the school where the incident arose). The concerned party may also contact the OSSE office assigned to that program with questions or concerns. While OSSE encourages the concerned party to first attempt to resolve the matter informally, such attempts are not legally required, and the concerned party may always submit a written complaint using the processes outlined in this document.

II. Covered Programs

The complaint procedures described in this policy apply to complaints arising from and related to the following ESEA programs as they are administered by the District of Columbia, including:

1. Title I, Section 1003: School Improvement
2. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)
3. Title I, Part D: Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk
4. Title II, Part A: Supporting Effective Instruction
5. Title III, Part A: Language Instruction for English Learners and Immigrant Students
6. Title IV, Part A: Student Support and Academic Enrichment Grants
7. Title IV, Part B: 21st Century Community Learning Centers

III. What Types of Complaints

The types of complaints that may be filed regarding ESEA programs are outlined below, as well as the corresponding filing deadline.

1. Program Administration Complaint
ESEA establishes several different funding programs. The non-fiscal, programmatic requirements for each funding program are found, first, in the language of ESEA itself. For some funding programs, the U.S. Department of Education (ED) has also promulgated program-specific regulations (e.g., 34 CFR Part 200, the implementing regulations for Title I). Finally, ED's General Administrative Regulations (EDGAR) establish general programmatic regulations that are applicable to all of ED's funding programs. These laws and regulations form the parameters to which OSSE, as the State educational agency with oversight responsibility for state-administered federal funding programs, and OSSE's subgrantees, as recipients of federal financial assistance, must conform.

A Program Administration Complaint alleges that the SEA, LEA, or another recipient of state-administered federal financial assistance violated one of the programmatic requirements established by federal statute or federal regulation during the administration of an affected program. These complaints may be filed by any aggrieved person or entity, including parents, teachers, school officials, LEA officials, organizations, and members of the public. A program administration complaint must be filed within calendar 90 days after the end date of the grant project period, as indicated in the grant award notice.

2. Subgrant Administration Complaint

OSSE, as the SEA, is responsible for grant-making activities. The State Superintendent, as the chief school officer, is responsible for representing OSSE and the District of Columbia in all matters before ED. As a result, OSSE administers all of ED's State-administered grant programs.

Grant administration is governed by EDGAR. These rules establish how ED awards grants to SEAs, how SEAs make subgrants to eligible applicants, and the requirements that apply after a grant award has been made. A Subgrant Administration Complaint alleges that during the administration of a grant under a covered program, the SEA took one of the following actions in violation of federal statute or regulation:

a. Disapproved or failed to approve an application or program in whole or part. Please note that grant applications that are not accepted for filing by OSSE due to failure to comply with the technical requirements of a Request for Application (RFA) are not subject to approval or denial.

b. Failed to provide funds in amounts in accordance with the requirements of statutes and regulations, including but not limited to:
   i. Failure to provide statutory formula allocation;
   ii. Suspension or temporarily withholding of payment of grant funds under an approved subaward pending correction of the deficiency by the non-Federal entity or more severe enforcement action by the pass-through entity;
   iii. Disallowance of all or part of the costs of an activity under an approved subgrant award based on any non-compliance finding by OSSE;

   c. Ordered, in accordance with a final State audit resolution determination, the repayment of unallowable or misused Federal funds;
d. Terminated further assistance under an approved subgrant award,\textsuperscript{xiv} including the withholding of further Federal awards;\textsuperscript{ XV}

A Subgrant Administration Complaint may only be filed by an OSSE subgrantee upon receiving notice from OSSE of its intent to take one or more of the proposed actions listed above. A subgrant administration complaint must be filed within thirty calendar (30) days of the date on which the SEA proposed to take any of the actions listed above.\textsuperscript{xvi}

3. Equitable Services

In the District of Columbia, the requirement to provide equitable services is not applicable to all recipients of federal financial assistance. With the District of Columbia School Reform Act of 1995 (SRA)\textsuperscript{xvii}, Congress established the public charter school system for the District. Seeking to encourage educational innovation, the SRA provides public charter schools with a good deal of autonomy. Despite this autonomy, the SRA requires charter schools to comply with all provisions of ESEA that are not specifically waived by the SRA.\textsuperscript{xviii} The purpose for these exemptions is to prevent duplicative requirements addressed in both the ESEA and SRA, or to eliminate compliance with ESEA requirements that would conflict with the congressional scheme designed for DC public charter schools in the SRA. This means that regulations promulgated, or policies adopted by OSSE to implement the ESEA are applicable to charter schools receiving ESEA funds, unless a regulation or policy addresses a requirement of ESEA that has been specifically exempted from applicability to charter schools.

Charter schools in the District of Columbia are exempted from ESEA section 1117, which requires an LEA to provide equitable Title I, Part A services to children attending a private school in the area served by the LEA.\textsuperscript{xix} Charter schools are also exempt from the equitable services requirements for Titles II-A, III-A, IV-A, and IV-B. Charter schools have been exempted from this requirement because District charter schools are not defined by geographic jurisdictions. Instead, District charter schools enroll students from across the District of Columbia. This means that the only LEA in the District that has a geographic jurisdiction, and the related requirement to provide equitable services to students attending private schools in its jurisdiction, is the District of Columbia Public Schools (DCPS).

DCPS and private schools engage in regular, ongoing consultation with respect to the provision of equitable services under ESEA entitlement grant funds.\textsuperscript{xx} Meaningful ongoing communication between all parties is crucial. OSSE expects that most differences can be resolved by ongoing consultation without OSSE intervention.

With respect to Title I-A, a private school official shall have the right to file a complaint with the SEA asserting that DCPS did not engage in consultation that was meaningful and timely, did not give due consideration to the views of the private school official, or did not make a decision that treats the private school students equitably as required by law.\textsuperscript{xxi} A private school official wishing to file a complaint shall provide the basis of the complaint to OSSE, and DCPS shall forward the appropriate documentation to OSSE.\textsuperscript{xxii} OSSE shall resolve the complaint within 45 calendar days.

Section 8503 of the ESEA provides for complaints to be filed with the SEA under other programs providing equitable services (in the District, namely Title II-A, Title III-A, Title IV-A, and Title IV-B) by a parent, teacher, or other individual or organization.\textsuperscript{xxiii} OSSE shall resolve the complaint within 45 calendar days. The resolution may be appealed by the interested party to the ED not later than 30 calendar days after OSSE resolves the complaint or fails to resolve the complaint within the 45-day time limit. The
appeal shall be accompanied by a copy of OSSE’s resolution, and, if there is one, a complete statement of the reasons supporting the appeal. ED shall investigate and resolve the appeal not later than 90 calendars days after its receipt of the appeal.\textsuperscript{xiv} In addition, any dispute regarding low-income data for private school students under Title I-A shall also be subject to the complaint process of Section 8503.\textsuperscript{xv}

The time limit by which a complaint for equitable services shall be filed with OSSE is 90 calendar days from the end date of the grant project period, as indicated in the grant award notice. The procedures for filing an equitable services complaint with OSSE are set forth in Section IV of this policy.

In addition, to ensure that private school children, teachers, and other educational personnel receive services equitable to those in public schools, OSSE has designated an ombudsman to monitor and enforce the equitable services requirements. The ombudsman is the primary point of contact for responding to and resolving any complaints regarding equitable services that the SEA receives under its ESEA complaint procedures. OSSE’s equitable services ombudsman is:

Sheryl Hamilton, Director  
Community Learning and School Support (CLASS)  
Division of Systems and Supports, K-12  
Office of the State Superintendent of Education (OSSE)  
1050 1st Street, N.E., 5th Floor  
Washington D.C. 20002  
(202) 741-6404 (office)  
Sheryl.Hamilton@dc.gov

4. Which Programs are not covered by this policy?

Both the McKinney-Vento Homeless Assistance Act of 1987, as amended, and the Individuals with Disabilities Education Act (IDEA), mandate separate complaint resolution procedures. Since the limited purpose of this policy is to implement complaint procedures mandated by ESEA, these coordinated programs are not covered by this policy.

For information on filing a complaint or appealing an LEA decision regarding the provision of educational services to homeless students and parents under McKinney-Vento, please refer to the policies of OSSE’s Homeless Children and Youth Program in the Division of Systems and Supports, K-12 at https://osse.dc.gov/service/homeless-education-program.

For information on filing a complaint regarding the provision of specialized education services to disabled students under IDEA, please refer to the policies of OSSE’s Division of Systems and Supports, K-12 at https://osse.dc.gov/service/specialized-education-state-complaints.

IV. Where and How to File a Complaint

1. OAH-Adjudicated Complaints

OSSE has entered into an agreement with the Office of Administrative Hearings (OAH) to adjudicate complaints for which a formal hearing is required. These \textit{OAH-Adjudicated} complaints include \textit{Subgrant
Administration Complaints only. OAH-Adjudicated Complaints must be filed with the OAH in accordance with OAH’s rules, which can be found on OAH’s website at http://oah.dc.gov/.

OAH-Adjudicated complaints must comply with the formatting requirements established by the Office of Administrative Hearings in Title 1, Chapter 28 of the District of Columbia Municipal Regulations, entitled OFFICE OF ADMINISTRATIVE HEARINGS CONSOLIDATED RULES (https://oah.dc.gov/node/1123917).

The OAH must adjudicate Subgrant Administration complaints in accordance with Title 1, Chapter 28 of the District of Columbia Municipal Regulations, entitled OFFICE OF ADMINISTRATIVE HEARINGS CONSOLIDATED RULES (https://oah.dc.gov/node/1123917). The decision issued by OAH to resolve an OAH-Adjudicated complaint shall be deemed the Final Agency Decision.

2. OSSE-Resolved Complaints

Program administration and equitable services complaints are not subject to a mandated hearing requirement. As such, these complaints will be resolved by OSSE and must be hand-delivered, sent via first-class mail, or emailed to OSSE at:

ESSAComplaints.OSSE@dc.gov

or

Office of the State Superintendent of Education
C/o Sheryl Hamilton
Division of Systems and Supports, K-12
1050 First Street, NE, 5th Floor
Washington, DC 20002

All OSSE-Resolved complaints filed pursuant to this policy must meet the following requirements:

a. Complaint must be in writing.

b. Complaint filed by an organization must identify a single person to act as the complainant’s representative for the purposes of resolving the complaint.

c. Complaint must include the address of the complainant and the entity against whom the complaint is being filed.

d. Complaint must be signed and attested to by the complainant or its representative.

e. Complaint must include a statement of the facts upon which the complaint is based.

f. Complaint must include a statement of the relief/SEA action being requested by the complainant.
g. Complaint must be accompanied by all supporting documentary evidence in the possession of the complainant.

h. Identification of the entity alleged to have violated a requirement of a federal statute or regulation that applies to a covered program.

i. Citation of the specific federal statute or regulation alleged to have been violated.

OSSE-Resolved complaints that do not conform to the formatting requirements of this section cannot be accepted by OSSE and will be returned by OSSE to the complainant. Further, objections that do not conform to these basic requirements, such as objections made informally, in-person, by telephone, and anonymously are not considered complaints and are not subject to the procedures described herein.

V. Resolution of OSSE-Resolved Complaints

1. Calculating Deadlines

a. The day of the act or event that triggers a deadline is not included when calculating deadline.

b. The last day of the deadline must be included when calculating the deadline, unless the last day falls on an OSSE non-working day.

c. Where the last day of a deadline falls on an OSSE non-working day, the last day for the deadline is the next day on which OSSE is open for business.

2. Providing Copies of Complaints

a. For complaints against OSSE, providing additional copies of the complaint is not required because OSSE will have notice of the complaint upon filing. Instructions on how to file an OSSE-Resolved complaint are found at Section IV.2 of this policy.

b. For complaints against an LEA, a school, or other recipient of federal financial assistance of a covered program, the subject of the complaint will have no knowledge of the complaint until they are provided with a copy of the complaint by the person filing the complaint. For that reason, copies of Program Administration and Equitable Services complaints alleging violations by an entity other than the SEA must be provided to the entity that is alleged to have violated a covered program.

c. Copies of the complaint must be provided by sending an exact copy of the document to the other party, or their representative, at their official place of business or residence via hand delivery or first-class mail within two (2) business days of the date on which the complaint was filed with OSSE. Any document submitted with the complaint must be provided to all other parties named in the complaint.
3. **Continuances/ Extensions**

a. Extensions and continuances of deadlines established by this policy may only be granted if exceptional circumstances exist.

b. A party seeking a continuance or extension of a deadline shall file a request with OSSE using the same process for filing an OSSE-Resolved Complaint. The request must describe the exceptional circumstances and how those circumstances warrant a continuance or extension.

c. OSSE may, at its discretion, extend or continue a deadline based on exceptional circumstances of the SEA *sua sponte*. OSSE shall issue a notice to both parties describing the exceptional circumstances and how those circumstances warrant a continuance or extension.

4. **Responding to a Complaint**

a. An entity who is alleged in a complaint to have violated a covered program may submit a response to the complaint along with any supporting documentary evidence within ten (10) business days of the date on which OSSE sent notice to the entity that a state-level complaint was filed alleging a violation of a covered program by the entity. The responding entity shall be referred to as the respondent. Responses shall be filed with OSSE using the same procedure described in Section IV.2 of this policy.

b. The respondent shall also provide a copy of the response to the complainant no more than two (2) business days after submitting a response to OSSE.

c. For any complaint in which a response is not timely submitted, OSSE will resolve the complaint based on the documentary evidence submitted by the complainant and the results of OSSE’s investigation, if deemed necessary.

5. **Investigation**

a. Upon receipt of a complaint and response, or upon expiration of the time to submit a response if no response is received, OSSE will review the information provided and determine, at its discretion, whether on-site investigation is necessary to permit OSSE to resolve the complaint.

b. If deemed necessary, OSSE shall notify the complainant of the date and time for the on-site investigation in the Letter of Acknowledgment [section 6(a)]. Such on-site investigation shall be completed within 30 business days of the date of the Letter of Acknowledgement.

c. Failure to comply with an OSSE investigation of a complaint filed pursuant to this policy will result in enforcement action, up to and including resolution of the complaint based solely on the evidence provided in the complaint, withholding of funds, and withholding of further awards.

a. Letter of Acknowledgement

OSSE shall issue a Letter of Acknowledgement to the complainant within 10 calendar days of receipt of the written complaint. This letter will contain the following information:

- The date the complaint was received by OSSE;
- A brief statement of how OSSE will resolve the complaint, including investigation if deemed necessary;
- If necessary, a request for additional information regarding the complaint; and
- The name and phone number of a contact person for status updates.

b. Letter of Decision

OSSE will issue a Letter of Decision to the complainant and respondents within 90 days of the filing of the complaint, except in the case of complaints regarding equitable services – which shall be resolved by OSSE within 45 days. (See section III.3 of this policy.)

If the Letter of Decision indicates that a violation has been found, corrective action will be required and timelines for completion will be included. A corrective action plan submitted in response to a Letter of Decision shall be subject to OSSE approval. OSSE shall provide notice to the respondent if the corrective action plan is disapproved. Such notice shall be accompanied by a written explanation of the deficiencies and specific instructions for amending the corrective action plan to obtain OSSE approval.

The Letter of Decision shall be in writing and shall include the following elements:

- Findings of fact upon which the decision is based;
- Conclusions of law;
- Relief ordered; and
- Instructions on how to appeal the Final Agency Decision.

7. Appeal to the U.S. Department of Education

For OAH-adjudicated complaints, complainants or respondents may request a review of the decision by the Secretary of the ED. As described in section III.3 of this policy, for certain equitable services complaints, an appeal may be made to ED if OSSE has either issued a Letter of Decision or failed to do so within 45 calendar days. Appeals to ED shall be in writing and shall include a complete statement of the reasons underlying the request for review and shall be accompanied by a copy of the OAH decision or OSSE’s Letter of Decision, as applicable.

The complainant may send the request with all supporting documents via first class mail to the following address:

Secretary, United States Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202-4611
The following are the deadlines for filing an appeal to ED depending on the type of ESEA complaint:

a. An appeal of an OAH-Adjudicated decision regarding a Subgrant Administration Complaint shall be filed within twenty (20) calendar days after notice of the OAH decision.xxviii

b. An appeal of a Letter of Decision (or failure of OSSE to issue a Letter of Decision within the required 45 day time period) regarding an equitable services complaint governed by ESEA Section 8503 shall be filed with ED within thirty (30) calendar days after notice of the Letter of Decision.xxix

VI. Complaint Reporting, Recordkeeping, and Notice

All LEAs are required to disseminate, free of charge, adequate information about these complaint procedures to parents of students and to appropriate school officials and representatives.xxx

OSSE will maintain complete records of the resolution of each complaint that is properly filed pursuant to this policy for five (5) years from the date on which the complaint is resolved, including any appeals.

VII. Definitions

Unless otherwise defined herein, the terms used in this policy shall have the definitions ascribed to them by EDGAR or in the authorizing statute of an affected program.

"Adjudicate" means the same as that term is defined by the District of Columbia Administrative Procedure Act, as codified at D.C. Official Code § 5-502.

"Complainant" means the party filing a complaint.

"Findings of fact" means a concise statement of the conclusions upon each contested issue of fact that is supported by reliable, probative, and substantial evidence.

"Non-working day" means a day on which the Office of the State Superintendent of Education is not open for business, and which does not include Saturdays, Sundays, Federal holidays, District of Columbia government holidays, and emergency closing days.

"OAH-Adjudicated Complaints" means a Subgrant Administration Complaint, which are adjudicated by the Office of Administrative Hearings on OSSE’s behalf pursuant to an agreement between OSSE and OAH.


“OSSE - Resolved Complaints” means a Program Administration or Equitable Service complaint which are adjudicated by OSSE.

“Party” or “Parties” means either the complainant or the respondent individually, or the complainant and respondent collectively.

“Respondent” means the party against whom a complaint was filed.

\[\text{Footnotes:}\]
\[\text{(1)}\text{ D.C. Code § 38-2601.01. The majority of ESEA programs are state-administered. However, several ESEA programs are directly granted by ED to local educational agencies, community-based organizations, or other state agencies. OSSE does not directly administer or oversee such direct grants.}\]
\[\text{(2) 20 U.S.C. § 6301 et seq.}\]
\[\text{(3) Public Law 114-95, enacted December 10, 2015.}\]
\[\text{(4) 20 U.S.C. 7844}\]
\[\text{(5) EDGAR is comprised of regulations at 34 CFR Parts 75, 76, 77, 79, 81, 82, 84, 86, 97, 98, 99, 2 CFR Parts 200 and 3474 (Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards), and 2 CFR Parts 180 and 3485 (Non-procurement Debarment and Suspension).}\]
\[\text{(6) D.C. Code § 38-2601.}\]
\[\text{(7) D.C. Code § 38-2601(c).}\]
\[\text{(8) ESEA establishes several grant programs that are not administered by the State. These are direct grant programs, which are directly awarded by the Secretary of the U.S. Department of Education to an educational entity, are not subject to OSSE oversight, and are not included in the list of affected programs in Section II of this policy.}\]
\[\text{(9) 20 U.S.C. § 1231b-2(a).}\]
\[\text{(10) 20 U.S.C. § 1231b-2(a).}\]
\[\text{(11) 2 CFR § 200.338(a), (c).}\]
\[\text{(12) 2 CFR § 200.338(b).}\]
\[\text{(13) 20 U.S.C. § 1231b-2(a).}\]
\[\text{(14) 20 U.S.C. § 1231b-2(a).}\]
\[\text{(15) 2 CFR § 200.338(e).}\]
\[\text{(16) 20 U.S.C. § 1231b-2(a).}\]
\[\text{(17) D.C. Code § 38-1800 et seq.}\]
\[\text{(18) D.C. Code § 38-1802.10(a)(5).}\]
\[\text{(19) D.C. Code § 38-1802.10(a)(6)(D).}\]
\[\text{(20) 20 U.S.C. § 6320(b)(1).}\]
\[\text{(21) 20 U.S.C. § 6320(b)(6)(A)}\]
\[\text{(22) 20 U.S.C. § 6320(b)(6)(B).}\]
\[\text{(23) 20 U.S.C. § 7883(a).}\]
\[\text{(24) 20 U.S.C. § 7883(b).}\]
\[\text{(25) 20 U.S.C. § 6320(c)(2).}\]
\[\text{(26) Sua sponte is a legal term and means “of one’s own accord; voluntarily.” It is used to indicate that a court has taken notice of an issue on its own motion without prompting or suggestion from either party.}\]
\[\text{(27) 20 U.S.C. § 1231b-2; 20 U.S.C. § 7883(b).}\]
\[\text{(28) 20 U.S.C. § 1231b-2(b).}\]
\[\text{(29) 20 U.S.C. § 7883(b).}\]
\[\text{(30) 34 CFR § 299.11.}\]
May 6, 2019

Dear Parent/Guardian:

The Family Educational Rights and Privacy Act (FERPA) is the federal law designed to protect the privacy of a student's education records. Schools are required to notify parents and eligible students annually of their rights under FERPA. Upon request, St. Coletta discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for the purposes of the student's enrollment or transfer.

FERPA grants five rights to parents with respect to their children's scholastic records. These rights transfer to the student, or former student, upon reaching the age of 18. These rights are as follows:

- **The right to inspect and review the student’s scholastic records** within a reasonable period but not to exceed 45 days after the day the school receives a request for access. Parents or eligible students should submit to the school principal or assistant principal a written request that identifies the record(s) they wish to inspect. The school principal or other appropriate school official will make arrangements for access and notify the parent or eligible student of the time and place where records may be inspected.

- **The right to request the amendment of a student’s scholastic records** that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If St. Coletta decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment.

- **The right to consent to disclosures of personally identifiable information contained in a student’s scholastic records**, except to the extent that FERPA authorizes disclosure without consent. For example, FERPA authorizes disclosure without consent to school official whom St. Coletta has determined to have legitimate educational interests. A school official is a person employed by St. Coletta as an administrator, supervisor, instructor, or support staff member; an official of another school system where a student seeks or intends to enroll, or where the student is already enrolled. A school official has a legitimate education interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

- **The right to withhold disclosure of directory information.** At its discretion, St. Coletta may disclose basic "directory information" that is generally not considered harmful or an invasion of privacy without the consent of parents or eligible students in accordance with the provisions of District law and FERPA. Directory information includes:

  - A. Student Name
  - B. Student Address
  - C. Student Telephone Listing
  - D. Name of Attending School
  - E. Participation in Officially Recognized Activities and Sports
  - F. Student's Date and Place of Birth
  - G. Names of Schools Previously Attended
  - H. Dates of Attendance

If you do not want St. Coletta School to disclose directory information from your child’s education records without your prior written consent, you must notify the LEA within two months of your child’s enrollment in the school.
The right to file a complaint with the U. S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the office that administers FERPA are: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave, SW, Washington, DC 20202.

Eligible students and parents of minor students have the right to see their records. In general, parental consent is required for others to access information in a student's records. Below are some circumstances under which consent is not required (See 20 USC §1232g (b)-(j) and 34 C.F.R. §99.31):

- In an emergency "if knowledge of the information is necessary to protect the health and safety of the student or other individuals (See 34 C.F.R §99.36(a));"
- Instances of abuse or neglect;
- Mandatory reporting of communicable diseases as required by local and federal requirements;
- Disclosure to "school officials, including teachers, within the agency or institution whom the agency or institution has determined to have legitimate educational interests (§ 99.31.(1)(i)(A);
- Certain legal situations including subpoenas or investigations of criminal offenses.

Should you have any questions, please do not hesitate to call me.

Sincerely,

Catherine Decker
Assistant Principal of Admissions
Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. Although, St. Coletta does not regularly participate in surveys or provide information for the purposes of marketing, the school is required to inform parents/guardians of their rights outlined in PPRA. These include the right to:

1) 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.

2) Receive notice and an opportunity to opt a student out of —
   - Any other protected information survey, regardless of funding;
   - 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
   - Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

3) Inspect, upon request and before administration or use —
   - Protected information surveys of students;
   - Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
   - Instructional material used as part of the educational curriculum.

These rights transfer to from the parents to a student who is 18 years old or an emancipated minor under State law.

St. Coletta has developed and adopted policies 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 distribution purposes. St. Coletta will directly notify 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. The 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 U.S. Department of Education.
- 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, S.W.
Washington, D.C. 20202-8520
Friday, March 29, 2019

Dear Parents/Guardians:

The District of Columbia’s annual residency verification process begins **Monday, April 1st!!!**

District of Columbia (DC) law **requires** the verification of DC residency for all students seeking to enroll in the District of Columbia’s public schools, charter schools or schools funded by the District of Columbia each year. Only residents of DC are eligible to receive a free public education funded by DC. **A bona fide resident is a person who 1) establishes a physical presence in the District of Columbia and 2) submits proper and valid documentation.** The residency verification process for the 2019-2020 school year begins on **Monday, April 1st.**

**WHAT DOES THIS MEAN FOR YOU?**

It is the responsibility of the **parent/guardian** to comply with the annual residency verification requirements for the school year. Parents or guardians who do not complete the residency verification requirement for their child will be referred to the Office of the State Superintendent (OSSE) for a determination regarding next steps. Parents/guardians of any students found to be non-residents may be required to pay prorated tuition and withdraw their child from the school.

**Residency Verification Process:**

- Parents/Guardians must sign a sworn statement and provide valid documentation confirming a physical and legal presence in the District of Columbia **in person at the school.** Additionally, parents/guardians will be asked to complete an Annual Student Enrollment Form.

- Presented documents must be original, should reflect your **current** address, and must match what is on file at the school. Faxed or mailed copies will not be accepted.

- The checklist found on the reverse side of this letter is designed by OSSE to help families better understand the documents needed by parents/guardians to verify DC residency.

- **Parents/Guardians must notify the school of any change of address within 3 days** and will be asked to complete residency verification at the school once again.

**Residency for St. Coletta Special Education PCS will be completed at:**

St. Coletta Special Education Public Charter School  
1901 Independence Avenue, SE  
Washington, DC 20003

**Our Goal:**

**Our goal is to have all residences for the 2019-2020 school year verified by June 28, 2019.** Please help us achieve this goal by coming in to verify residency for your student starting April 1, 2019.

**Thank you for your assistance in meeting this requirement:**

Sincerely,

Catherine Decker  
Assistant Principal of Admissions
Parents/Guardians, follow ONE of the methods (A-D) to verify your DC residency.

<table>
<thead>
<tr>
<th>Method</th>
<th>Verify with a school official.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>If you are homeless, a ward of the District, and/or a participant of a District public benefits program, such as Medicaid, Supplementation Nutrition Assistance Program, or Temporary Assistance for Needy Families – your school may already have your information. Check with your school official or the school’s homeless liaison.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Method</th>
<th>Verify through the Office of Tax and Revenue’s website.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Re-enrolling families/students are often able to verify residency using OTR residency verification process. The person enrolling the student or the adult student must have paid taxes in DC during the previous fiscal year and have the student’s social security number. Login to the system at <a href="http://ossedctax.com">ossedctax.com</a>. Your information will then be sent directly to your school.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Method</th>
<th>Verify by submitting supporting documentation.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Provide hard copies. The address and name on each of the items must be the same as on the completed form.</td>
</tr>
</tbody>
</table>

**ONE** item is needed from this list to verify residency.

- A valid pay stub issued within forty-five (45) days of providing proof of residency. Must contain the name of person enrolling the student or the name of the adult student showing his/her current DC home address and withholding of only DC personal income tax for the current tax year and no other states listed.

- Unexpired official documentation of financial assistance from the Government of the District of Columbia, issued to the person enrolling the student or the adult student and current at the time presented to the school, including, but not limited to, Temporary Assistance for Needy Families (TANF), Medicaid, the State Child Health Insurance Program (SCHIP), Supplemental Security Income, housing assistance or other programs.

- Certified copy of Form D40 by the DC Office of Tax and Revenue, with the name of person enrolling the student or the name of the adult student as evidence of payment of DC taxes for the current or most recent tax year.

- Current military housing orders or statement on military letterhead, both of which shall include the name of the person enrolling the student or the name of the adult student, and the residing District address.

- Embassy letter issued within the past twelve (12) months. Must contain the name of the person enrolling the student or the adult student and an official embassy seal. Must indicate that the caregiver and the dependent student or the adult student currently live on embassy property in DC or will reside on DC property during the relevant school year.

**TWO** items are needed from this list to verify residency.

- Valid and unexpired DC motor vehicle registration showing the name of the person enrolling the student or the name of the adult student and his/her current District home address.

- Valid and unexpired lease or rental agreement with a separate proof of payment of rent, in the name of the person enrolling the student or the name of the adult student, for a period within two (2) months immediately preceding the submission of this form, for the current DC address at which the person enrolling the student actually resides.

- Valid and unexpired DC motor vehicle operator’s permit or official government issued non-driver identification in the name of the person enrolling the student or the name of the adult student showing his/her current DC home address.

- Utility bill (only gas, electric, and water bills are acceptable) with a separate paid receipt showing payment of the bill, from a period within the two (2) months immediately preceding the submission of this form, listing the name of the person enrolling the student or the name of the adult student and his/her current DC home address.

**OR**

<table>
<thead>
<tr>
<th>Method</th>
<th>Verify through an alternative method.</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>If you are unable to verify through one of the above methods, speak with your school official about a home visit.</td>
</tr>
</tbody>
</table>

Office of the State Superintendent of Education | 1050 First Street, NE Washington, DC 20002 | 202.727.6436 | [osse.dc.gov](http://osse.dc.gov)
Emergency Care Form

Annual Notification of Medicaid Consent
ST. COLETTA OF GREATER WASHINGTON, INC.
EMERGENCY CARE INFORMATION
2019-2020

Student’s Legal Name: __________________________________________
                                                                 Last    First    Middle

Address: ______________________________________________________
         Street    city    state    zip code

Date of Birth: ___/___/____ Country of Birth: ________________ Gender: M   F   X   Race (Optional): ______

Language Spoken at Home: ___________________ Email Address: ____________________________

Parent/Guardians’ preferred language of communication: ________________

Male Parent/Guardian Name: ______________________________________
                                                                 Last    First

Address (if different than above): __________________________________

Occupation/Employer: ____________________________________________

Telephone: (Home) ___________________ (Work) _______________ (Cell) ______________________

Female Parent/Guardian Name: ______________________________________
                                                                 Last    First

Address (if different than above): __________________________________

Occupation/Employer: ____________________________________________

Telephone: (Home) ___________________ (Work) _______________ (Cell) ______________________

EMERGENCY CONTACTS: In the event a parent/guardian cannot be reached, please give the name and phone number of two persons who could pick up and take your child home in a timely manner.

1)  Name __________________________________ Relationship     Phone Number(s) __________________

2)  Name __________________________________ Relationship     Phone Number(s) __________________

I agree to pick up my sick or injured child in a timely manner when contacted. If I cannot be reached, the above emergency contacts can be called to pick up my child. Additionally, if I cannot be contacted in an emergency, the school has my permission to take my child to the emergency room of the nearest hospital and I hereby authorize its medical staff to provide treatment that a physician deems necessary for the well-being of my child.

Signature of Parent/Guardian ___________________ Date ____________

Page 1 of 3
ADDITIONAL INFORMATION

Student Name: ____________________________

__________________________________________  _______________________________________
Name of Insurance Company                  Name of Physician

__________________________________________  _________________________________
Policy/Group/Employee Number                Physician Telephone Number

HMO Number (if applicable): ____________________________  Medicaid ID# (if applicable): ____________________________

MEDICAL INFORMATION

My child’s last Tetanus (TD, dT, DTaP) shot was given on the following date: ______

My child has allergies to drug(s)/foods/other: ☐ Yes ☐ No  If yes, what is your child allergic to? Please list each item: ____________________________

If you listed allergies please explain your child’s allergic reaction to each item you listed; for example, skin rash: ____________________________

My child has asthma: ☐ Yes ☐ No  If yes, what medication is used to treat the asthma? ____________________________

My child has seizures: ☐ Yes ☐ No  If yes, please explain your child’s seizure characteristics and medications used to control the seizures: ____________________________

Please list all medical conditions your child has been diagnosed with and any important information that our staff and medical personnel must know about these medical conditions: ____________________________

Does your child take any medications: ☐ Yes ☐ No  If yes, please complete the following for each medication your child takes (continues to NEXT PAGE).

<table>
<thead>
<tr>
<th>Medication Name</th>
<th>Dosage Given</th>
<th>How Often Given</th>
<th>Reason Medication Given</th>
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<tbody>
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Student Name: ________________________________

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</table>

My child will need to take the following medication(s) at school: ________________________________

______________________________ (You must have your child’s physician complete the Permission for Medication Form for any medication that will be taken at school, to include over-the-counter medications. This form can be found in your school form packet).
Annual Notification of Parental Medicaid Consent

This notice serves to inform parents of children receiving special education services of the consent requirements regarding access to Medicaid and other public benefits. Federal regulations pursuant to the Individuals with Disabilities Education Act (IDEA) allow public agencies to use Medicaid and other public benefits in which a child participates to pay for qualifying special education services. The regulations require local educational agencies (LEAs) and other public agencies to obtain parental consent the first time that a Medicaid claim for reimbursement is submitted and to also provide this notice the first time and annually thereafter.

The Office of the State Superintendent of Education (OSSE) and your LEA are eligible to receive federal Medicaid reimbursement for certain health related services provided to your child pursuant to your child’s IEP. Medicaid funds may be used to help pay for these special education related services when they meet state Medicaid requirements and are provided in accordance with your child’s IEP. Health related services may include the following:

- Audiology Services/Assessment
- Behavioral Support Services
- Nutrition
- Occupational Therapy/Assessment
- Speech-Language Pathology Services/Assessment
- Orientation and Mobility/Assessment
- Physical Therapy Services/Assessment
- Psychological Evaluation
- Skilled Nursing Services
- Special Education Transportation Services

In order for OSSE or your LEA to receive federal reimbursement for these services, information about your child must be submitted to the District of Columbia Department of Health Care Finance (DHCF), which coordinates reimbursement claims for Medicaid benefits. Information about your child cannot be sent to DHCF without your prior consent. Please note that if your consent is provided, DHCF would not be allowed to use information about your child for any purpose other than Medicaid reimbursement for health related services and is required by law to keep your child’s information confidential.

Parental Consent to Bill Medicaid

If you have previously given consent to OSSE or your LEA to access your child’s or your public benefits or insurance to pay for health related services under IDEA, OSSE and the LEA are not required to obtain a new consent from you if the following two conditions are present:

1. There is no change in any of the following: the type of services to be provided to your child, the amount of services to be provided to your child (for example, hours per week lasting for the school year); or the cost of the services and

2. OSSE or your LEA has on file the consent you previously provided.

810 First St. NE, Ninth Floor, Washington, DC 20002 • Phone: (202) 727-6436 TTY: 711 • osse.dc.gov
Though OSSE and your LEA are not required to obtain a new consent from you under the conditions outlined above, you will still receive this notification annually before OSSE or your LEA submits a claim for reimbursement from your public benefits or insurance program to pay for health related services (at no cost to you).

If OSSE or your LEA has not previously accessed your public benefits or insurance to pay for health related services that they provided to your child under IDEA at no charge to you or your child, they must first obtain your signed and dated written consent. OSSE or your LEA will provide you with a consent form for you to sign and date. Remember that OSSE and your LEA are only required to obtain your consent one time. The consent requirement has two parts:

1. Consent for disclosure of your child’s personal identifiable information and records regarding the delivery of health related services to the state agency responsible for administering your state’s public benefits or insurance program (i.e., DHCF) for the purpose of claiming reimbursement; and

2. A statement specifying that you understand and agree that OSSE or your LEA, as appropriate, may use your or your child’s public benefits or insurance to pay for health related services under the IDEA.

Parental Rights:

- You are not required to enroll in Medicaid or any other public benefit program in order for your child to receive special education services, including health related services.

- You are not required to incur out-of-pocket expenses incurred in filing a claim for services.

- Neither OSSE nor your LEA will use Medicaid if that use would: (I) Decrease the available lifetime coverage or any other insured benefit; (II) Result in any cost to your family; (III) Increase premiums or lead to the discontinuation of benefits or insurance; or (IV) Risk any loss of your child’s eligibility for home and community-based waivers, based on aggregate health-related expenditures.

- You have the right to withdraw your consent at any time, in writing, to the disclosure of personal identifiable information to DHCF.

- Your withdrawal of consent or your refusal to provide consent will not prevent your child from receiving special education services at the expense of OSSE or your LEA, including health related services.

Upon written request, you or your child may receive a copy of the information shared with DHCF.
CONTACT INFORMATION:

For additional information and guidance on the requirements governing the use of public benefits or insurance to pay for special education and related services see:

For any questions or comments, please feel free to contact the OSSE Medicaid Unit by email or feel free to send us a letter.
Email: Medicaid.OSSE@DC.gov

Mailing Address:
Government of the District of Columbia
Office of the State Superintendent of Education
Division of Elementary, Secondary, and Specialized Education- Medicaid Recovery Unit
810 First Street, NE 5th Floor
Washington, DC 20002
Notification Regarding Access to Public Benefits and Consent for Medicaid Reimbursement

The Local Education Agency (LEA) and The Office of the State Superintendent of Education (OSSE) are eligible to receive federal Medicaid reimbursement for certain health related services provided to your child when the services meet state Medicaid requirements and are provided in accordance with your child's Individualized Education Plan (IEP). These services may include any of the following:

- Audiology Services/Assessment
- Behavioral Support Services
- Nutrition
- Occupational Therapy/Assessment
- Orientation and Mobility Services/Assessment
- Physical Therapy Services/Assessment
- Psychological Evaluation
- Skilled Nursing Services
- Speech-Language Pathology Services/Assessment
- Special Education Transportation Services

A claim containing personal information about your child must be submitted to the Department of Health Care Finance (DHCF) in order to receive reimbursement. DHCF will not be allowed to use this information for any other purpose and will be required to keep this information confidential. The Family Educational Rights and Privacy Act (FERPA) requires that your written consent be obtained to share or disclose personally identifiable information from your child’s educational records. In addition, the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) requires your written consent in order to bill for Medicaid-eligible health related services provided to your child. By completing and signing this form, you will help meet these consent requirements.

Rights
- The District will not require you to enroll in Medicaid in order for your child to receive special education services.
- The District will not require you to incur out-of-pocket expenses incurred in filing a claim for services. The District may pay the cost that you would otherwise be required to pay.
- The District will not use Medicaid if that use would: (1) Decrease the available lifetime coverage or any other insured benefit; (2) Result in any cost to your family; (3) Increase premiums or lead to the discontinuation of benefits or insurance.
- You are not required to provide your consent, and your refusal to do so will not prevent your child from receiving special education services at the expense of the District.
- Upon written request, you or your child may receive a copy of the information shared with DHCF.

Parental Consent
By signing below, I voluntarily give the LEA and OSSE my consent to share with DHCF my child’s name, primary address, date of birth, social security number, Medicaid number, IEP, and all information about health related services provided to my child, the dates and frequency of the services provided, and special education assessments and evaluations related to my child. I also authorize the release of this information to state and/or federal Medicaid representatives for the purpose(s) of determining eligibility and/or completing audit/ review requests. I understand and agree that OSSE and my child’s LEA may access my or my child’s Medicaid benefits to pay for services in my child’s IEP. I understand that this consent is valid and will remain in effect until I revoke it in writing and that I may revoke this consent at any time. If I do revoke consent, my previous consent is still valid regarding all information shared prior to my revoking consent. In addition to providing consent for services provided after the date of my signature, I also grant consent to OSSE and the LEA to seek Medicaid reimbursements for IEP services that occurred within two years prior the date of my signature that have not already been submitted.

CONSENT FOR MEDICAID REIMBURSEMENT (please check the appropriate box below)
☐ I am providing consent as indicated by my signature below
☐ I am providing consent if my child becomes Medicaid eligible in the future as indicated by my signature below
☐ I decline to provide consent to bill for Medicaid reimbursable services

Student Name ____________________________ Student Local ID ____________________________ Student State ID ____________________________

Student Medicaid ID (if available) ____________ Parent Signature ____________________________ Date ____________________________

Local Education Agency Name: ____________________________
Permissions:

Video/Photo Permission
Community Based Instruction
VIDEO/PHOTOGRAPHIC PERMISSION

Student’s Name: ____________________________

Throughout the school year, photographs may be taken, or videotapes made, of students at school. These photos may be used on social media platforms, brochures, newsletters, or other media/print sources to highlight our school program. By selecting “Yes” below, a parent/guardian grants St. Coletta permission to share pictures/videos of their student for publicity purposes. Parents/Guardians may indicate that they do not wish for their student’s photo to be used for publicity purposes by selecting “No” from the options below (note: photos will continue to be used for classroom purposes). If you do not want your child to be photographed or videoed for any reason, please contact Catherine Decker, Assistant Principal of Admissions at (202)350-8680 ext. 1002.

Please indicate level of consent by selecting one option below:

☐ YES -- I do give my permission for my child to be photographed or videotaped for publicity purposes and to provide his/her first name.

☐ NO -- I do not give my permission for my child to be photographed or videotaped for publicity purposes.

_____________________________  _______________________
Signature of Parent/Guardian        Date

* Please be advised that parents desire to take pictures/videos during special holiday or other performances. Additionally, students take a class photo each school year on our scheduled Picture Day. If you do not want your child’s photograph or video taken in either circumstance, let your teacher know that you do not want your child to participate. It is reasonable to expect that parents/guardians want pictures/videos of their children performing in special activities and many students/families enjoy receiving annual class photos.

Rev: 4/2017
NEIGHBORHOOD COMMUNITY-BASED INSTRUCTION PERMISSION

As part of the St. Coletta program, students are actively involved in the community. They frequently go for walks, go to the park, or go grocery shopping. When a special outing is planned a specific permission slip will be sent to the home. On this form, we request your permission for your student’s participation in the routine outings that are part of the instructional program.

Name of Student: ___________________________

Teacher/Classroom ___________________________

**When:**
Monday through Friday, during school hours of 8:30 a.m. - 3:00 p.m. (8:30 a.m. - 12:30 p.m. on Mondays)

**Transportation:**
- Car
- Walking
- Van
- Bus
- Metro

- Eastern Market
- Southeast Library on 7th Street in Washington, DC
- Union Station
- Safeway on 14th Street and Harris Teeter on Pennsylvania Avenue in Washington, DC
- Local parks to include Garfield Park on 3rd and G Streets
- Neighborhood Walks
- Local Businesses on Pennsylvania Avenue, and 7th and 8th Streets, SE, Washington, DC

St. Coletta has my permission in an emergency, when I or my emergency contacts or physician cannot be contacted, to take my child to the emergency room of the nearest hospital.

**PLEASE CHECK ONE, AND SIGN AND DATE:**

________ YES, I do give permission for my child to participate in neighborhood community-based instruction.

________ NO, I do not give permission for my child to participate in neighborhood community-based instruction.

Signature of Parent/Guardian ___________________________ Date ___________________________

Printed Parent/Guardian Name ___________________________

Name of Physician ___________________________

Physician’s Telephone Number (with Area Code) ___________________________

Rev. 4/2018
MEDICAL:
Health Certificate/Immunization Record
Dental Form
HPV Opt-Out
Medication Authorization
Feeding Tube Authorization
Special Medical Procedure Authorization
May 4, 2018

Dear Parents/Guardians:

We are excited for another school year and would like to share a few updates regarding health requirements. Attached are forms for medical orders pertaining to medications, feeding tubes, and other medical procedures for school. In accordance with the DC School Health Program, all medical orders must be renewed by the physician at the beginning of each school year. Please provide all orders and medications by August 22, 2018 to ensure that all items will be prepared for the first day of your student’s arrival. Medication, tube feedings, and nursing procedures cannot be administered without these properly completed permission forms.

D.C. Department of Health (DOH) has new immunization requirements continuing in the upcoming school year. Please have your medical provider review your child’s immunization record and provide updates as needed. These immunizations are mandatory for school attendance. In addition, physical and dental examinations are required annually. The necessary forms are enclosed.

If you have any questions, please contact our St. Coletta school nurses at 202-350-8690. The office fax number is 202-350-8699.

Thank you,

School Nurses:

Candice Turner, BSN, RN
Cara Cowdrey, BSN, RN
Reisa Lancaster, BSN, RN
**DC HEALTH** Immunization Requirements for School Year 2019-2020

All students attending school in DC must present proof of appropriately spaced immunizations by the first day of school. Provide this sheet to your child’s licensed health professional to ensure proper immunization.

<table>
<thead>
<tr>
<th>On the first day of school my student is:</th>
<th>By the start of SY19-20, my student should have received:^1</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-3 years old</td>
<td>4 doses of Diphtheria/Tetanus/Pertussis (DTaP)</td>
</tr>
<tr>
<td></td>
<td>3 doses of Polio</td>
</tr>
<tr>
<td></td>
<td>1 dose of Varicella if no history of chickenpox^ii</td>
</tr>
<tr>
<td></td>
<td>1 dose of Measles/Mumps/Rubella (MMR)</td>
</tr>
<tr>
<td></td>
<td>3 doses of Hepatitis B</td>
</tr>
<tr>
<td></td>
<td>2 doses of Hepatitis A</td>
</tr>
<tr>
<td></td>
<td>3 or 4 doses depending on the brand of Hib (Haemophilus Influenza Type B)</td>
</tr>
<tr>
<td></td>
<td>4 doses of PCV (Pneumococcal)</td>
</tr>
<tr>
<td>4 years old</td>
<td>5 doses of Diphtheria/Tetanus/Pertussis (DTaP)</td>
</tr>
<tr>
<td></td>
<td>4 doses of Polio</td>
</tr>
<tr>
<td></td>
<td>2 doses of Varicella if no history of chickenpox^iii</td>
</tr>
<tr>
<td></td>
<td>2 doses of Measles/Mumps/Rubella (MMR)</td>
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</tr>
<tr>
<td></td>
<td>4 doses of PCV (Pneumococcal)</td>
</tr>
<tr>
<td>5-10 years old</td>
<td>5 doses of Diphtheria/Tetanus/Pertussis (DTaP)</td>
</tr>
<tr>
<td></td>
<td>4 doses of Polio</td>
</tr>
<tr>
<td></td>
<td>2 doses of Varicella if no history of chickenpox^iv</td>
</tr>
<tr>
<td></td>
<td>2 doses of Measles/Mumps/Rubella (MMR)</td>
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<td></td>
<td>3 doses of Hepatitis B</td>
</tr>
<tr>
<td></td>
<td>2 doses of Hepatitis A</td>
</tr>
<tr>
<td>11+ years old</td>
<td>5 doses of Diphtheria/Tetanus/Pertussis (DTaP)/Td</td>
</tr>
<tr>
<td></td>
<td>1 dose of Tdap</td>
</tr>
<tr>
<td></td>
<td>4 doses of Polio</td>
</tr>
<tr>
<td></td>
<td>2 doses of Varicella if no history of chickenpox^v</td>
</tr>
<tr>
<td></td>
<td>2 doses of Measles/Mumps/Rubella (MMR)</td>
</tr>
<tr>
<td></td>
<td>3 doses of Hepatitis B</td>
</tr>
<tr>
<td></td>
<td>2 doses of Hepatitis A</td>
</tr>
<tr>
<td></td>
<td>1 dose of Meningococcal (Men ACWY)^vi</td>
</tr>
<tr>
<td></td>
<td>2 or 3 doses of Human Papillomavirus Vaccine (HPV)^v</td>
</tr>
</tbody>
</table>

^1 The number of doses required varies by a child’s age and how long ago they were vaccinated. Please check with your child’s health suite personnel or health care provider for details.

^ii All Varicella/chickenpox histories MUST be verified by a health care provider and documented with month and year of disease.

^iii If born on or after 01/01/05.

^iv Dose #1 at 11-12 years of age is required. A booster dose is recommended at 16 years of age.

^v Two doses if student receives first dose between ages 9-14 (doses 6-12 months apart); 3 doses if student starts series on or after age 15.
# DC Health

## Universal Health Certificate

Use this form to report your child's physical health to their school/child care facility which is required by DC Official Code §38-602. Have a licensed medical professional complete part 2 - 4.

### Part 1: Child Personal Information

<table>
<thead>
<tr>
<th>Child Last Name:</th>
<th>Child First Name:</th>
<th>Date of Birth:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| School or Child Care Facility Name: | | |
|-------------------------------------| | |

<table>
<thead>
<tr>
<th>Home Address:</th>
<th>Apt:</th>
<th>City:</th>
<th>State:</th>
<th>ZIP:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnicity: (check all that apply)</th>
<th>Race: (check all that apply)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic/Latino</td>
<td>American Indian/Alaska Native</td>
</tr>
<tr>
<td>Non-Hispanic/Non-Latino</td>
<td>Asian</td>
</tr>
<tr>
<td>Other</td>
<td>Native Hawaiian/Pacific Islander</td>
</tr>
<tr>
<td>Prefer not to answer</td>
<td>Black/African American</td>
</tr>
<tr>
<td></td>
<td>White</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parent First Name:</th>
<th>Parent Last Name:</th>
<th>Parent Phone:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emergency Contact Name:</th>
<th>Emergency Contact Phone:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Insurance Type:</th>
<th>Insurance Name/ID #:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medicaid</td>
<td></td>
</tr>
<tr>
<td>Private</td>
<td></td>
</tr>
<tr>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>

Has the child seen a dentist/dental provider within the last year?  
[ ] Yes  [ ] No

I give permission to the signing health examiner/facility to share the health information on this form with my child’s school, child care, camp, or appropriate DC Government agency. In addition, I hereby acknowledge and agree that the District, the school, its employees and agents shall be immune from civil liability for acts or omissions under DC Law 17-107, except for criminal acts, intentional wrongdoing, gross negligence, or willful misconduct. I understand that this form should be completed and returned to my child’s school every year.

Parent/Guardian Signature:  
Date:

### Part 2: Child's Health History, Exam, and Recommendations

<table>
<thead>
<tr>
<th>Date of Health Exam:</th>
<th>BP:</th>
<th>NML</th>
<th>Weight:</th>
<th>Lb</th>
<th>Kg</th>
<th>Height:</th>
<th>in</th>
<th>BMI</th>
<th>BMI Percentile:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Vision Screening:**  
Left eye: 20/________  Right eye: 20/________

- [ ] Corrected
- [ ] Uncorrected

- [ ] Wears glasses
- [ ] Referred
- [ ] Not tested

**Hearing Screening:**  
[ ] Pass  [ ] Fail  [ ] Not tested  [ ] Uses Device  [ ] Referred

Does the child have any of the following health concerns? (check all that apply and provide details below)

- [ ] Asthma
- [ ] Failure to thrive
- [ ] Sickle Cell
- [ ] Significant food/medication/environmental allergies that may require emergency medical care.  
  Details provided below.
- [ ] Autism
- [ ] Heart failure
- [ ] Long-term medications, over-the-counter-drugs (OTC) or special care requirements.  
  Details provided below.
- [ ] Behavioral
- [ ] Kidney Failure
- [ ] Cerebral palsy
- [ ] Obesity
- [ ] Significant health history, condition, communicable illness, or restrictions.  
  Details provided below.
- [ ] Cancer
- [ ] Language/Speech
- [ ] Development
- [ ] Scoliosis
- [ ] Diabetes
- [ ] Seizures
- [ ] Other: ____________________________

Provide details. If the child has Rx/treatment, please attach a complete Medication/Medical Treatment Plan form; and if the child was referred, please note.

### TB Assessment

Positive TST should be referred to Primary Care Physician for evaluation. For questions call T.B. Control at 202-698-4040.

<table>
<thead>
<tr>
<th>What is the child's risk level for TB?</th>
<th>Skin Test Date:</th>
<th>Quantiferon Test Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] High complete skin test and/or Quantiferon test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[ ] Low</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skin Test Results:</th>
<th>Quantiferon Results:</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] Negative</td>
<td>[ ] Negative</td>
</tr>
<tr>
<td>[ ] Positive, C.K. Negative</td>
<td>[ ] Positive, C.K. Positive</td>
</tr>
<tr>
<td>[ ] Positive, C.K. Positive</td>
<td>[ ] Positive, Treated</td>
</tr>
<tr>
<td>[ ] Positive, Treated</td>
<td></td>
</tr>
</tbody>
</table>

### Additional notes on TB test:

### Lead Exposure Risk Screening

All lead levels must be reported to DC Childhood Lead Poisoning Prevention. Call 202-654-6002 or Fax: 202-535-2607

**ONLY FOR CHILDREN UNDER AGE 6 YEARS**

<table>
<thead>
<tr>
<th>1st Test Date:</th>
<th>1st Result:</th>
<th>1st Serum/Finger Stick Lead Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>[ ] Normal</td>
<td>[ ] Abnormal, Developmental Screening Date:</td>
</tr>
<tr>
<td></td>
<td>[ ] Abnormal, Developmental Screening Date:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2nd Test Date:</th>
<th>2nd Result:</th>
<th>2nd Serum/Finger Stick Lead Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>[ ] Normal</td>
<td>[ ] Abnormal, Developmental Screening Date:</td>
</tr>
<tr>
<td></td>
<td>[ ] Abnormal, Developmental Screening Date:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HGB/HCT Test Date:</th>
<th>HGB/HCT Result:</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

---

Department of Health | 899 North Capitol Street, N.E., Washington, DC 20002 | 202.442.5925 | dchealth.dc.gov

version 03.13.19 pg1
# Part 3: Immunization Information

To be completed by licensed health care provider.

<table>
<thead>
<tr>
<th>Immunizations</th>
<th>Provide in the boxes below the dates of Immunization (MM/DD/YY)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diphtheria, Tetanus, Pertussis (DTP, DTaP)</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>DT (&lt;7 yrs.)/ Td (&gt;7 yrs.)</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Tdap Booster</td>
<td>1</td>
</tr>
<tr>
<td>Haemophilus influenza Type b (Hib)</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Hepatitis B (HepB)</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Polio (IPV, OPV)</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Measles, Mumps, Rubella (MMR)</td>
<td>1 2</td>
</tr>
<tr>
<td>Measles</td>
<td>1 2</td>
</tr>
<tr>
<td>Mumps</td>
<td>1 2</td>
</tr>
<tr>
<td>Rubella</td>
<td>1 2</td>
</tr>
<tr>
<td>Varicella</td>
<td>1 2 Child had Chicken Pox (month &amp; year)</td>
</tr>
<tr>
<td>Pneumococcal Conjugate</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Hepatitis A (HepA) (Born on or after 01/01/2005)</td>
<td>1 2</td>
</tr>
<tr>
<td>Meningococcal Vaccine</td>
<td>1 2</td>
</tr>
<tr>
<td>Human Papillomavirus (HPV)</td>
<td>1 2</td>
</tr>
<tr>
<td>Influenza (Recommended)</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>Rotavirus (Recommended)</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>

☐ The child is behind on immunizations and there is a plan in place to get him/her back on schedule. **Next appointment is:**

## Medical Exemption (if applicable)

I certify that the above child has a valid medical contraindication(s) to being immunized at the time against:

☐ Diphtheria ☐ Tetanus ☐ Pertussis ☐ Hib ☐ HepB ☐ Polio ☐ Measles ☐ Mumps ☐ Rubella ☐ Varicella ☐ Pneumococcal ☐ HepA ☐ Meningococcal ☐ HPV

## Alternative Proof of Immunity (if applicable)

I certify that the above child has laboratory evidence of immunity to the following and I've attached a copy of the titer results.

☐ Diphtheria ☐ Tetanus ☐ Pertussis ☐ Hib ☐ HepB ☐ Polio ☐ Measles ☐ Mumps ☐ Rubella ☐ Varicella ☐ Pneumococcal ☐ HepA ☐ Meningococcal ☐ HPV

# Part 4: Licensed Health Practitioner’s Certifications

To be completed by licensed health care provider.

This child has been appropriately examined and health history reviewed and recorded in accordance with the items specified on this form. At the time of the exam, this child is in satisfactory health to participate in all school, camp, or child care activities except as noted on page one.

This child is cleared for competitive sports. Additional clearance(s) needed from:

☐ N/A ☐ No ☐ Yes ☐ Yes, pending additional clearance

I hereby certify that I examined this child and the information recorded here was determined as a result of the examination.

**Licensed Health Care Provider Office Stamp**

**Provider Name:**

**Provider Phone:**

**Provider Signature:**

**Date:**

---

Access health insurance programs at [https://dchealthlink.com](https://dchealthlink.com). You may contact the Health Suite Personnel through the main office at your child's school.

**OFFICE USE ONLY** | Universal Health Certificate received by School Official and Health Suite Personnel.

**School Official Name:**

**Signature:**

**Date:**

**Health Suite Personnel Name:**

**Signature:**

**Date:**
# Oral Health Assessment Form

For all students aged 3 years and older, use this form to report their oral health status to their school/child care facility.

## Instructions
- Complete Part 1 below. Take this form to the student’s dental provider. The dental provider should complete Part 2.
- Return fully completed and signed form to the student’s school/child care facility.

## Part 1: Student Information (To be completed by parent/guardian)

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Middle Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

School or Child Care Facility Name

<table>
<thead>
<tr>
<th>Date of Birth (MMDDYYYY)</th>
<th>Home Zip Code</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

School Grade

<table>
<thead>
<tr>
<th>Day-care</th>
<th>Pre-K3</th>
<th>Pre-K4</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Adult Ed.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Part 2: Student’s Oral Health Status (To be completed by the dental provider)

Q1. Does the patient have at least one tooth with **apparent cavitation** (untreated caries)? This does NOT include stained pit or fissure that has no apparent breakdown of enamel structure or non-cavitated demineralized lesions (i.e. white spots).  
Q2. Does the patient have at least one **treated carious tooth**? This includes any tooth with amalgam, composite, temporary restorations, or crowns as a result of dental caries treatment.  
Q3. Does the patient have at least one permanent molar tooth with a **partially or fully retained sealant**?  
Q4. Does the patient have untreated caries or other oral health problems requiring care before his/her routine check-up? (Early care need)  
Q5. Does the patient have pain, abscess, or swelling? (Urgent care need)  
Q6. How many of **primary teeth** in the patient’s mouth are affected by caries that are either untreated or treated with fillings/crowns?  
Q7. How many of **permanent teeth** in the patient’s mouth are affected by caries that are either untreated, treated with fillings/crowns, or extracted due to caries?  
Q8. What type of dental insurance does the patient have?  

<table>
<thead>
<tr>
<th>Medicaid</th>
<th>Private Insurance</th>
<th>Other</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Number</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Dental Provider Name

Dental Provider Signature

Dental Examination Date

Dental Office Stamp

---

This form replaces the previous version of the DC Oral Health Assessment Form used for entry into DC Schools, all Head Start programs, and child care centers. This form is approved by the DC Health and is a confidential document. Confidentiality is adhered to the Health Insurance Portability and Accountability Act of 1996 (HIPAA) for the health providers and the Family Education Right and Privacy Act (FERPA) for the DC Schools and other providers.

DC Health | 899 North Capitol Street, NE., Washington, DC | 202.535.2180 | dchealth.dc.gov

January 2019
GOVERNMENT OF THE DISTRICT OF COLUMBIA
Department of Health

Human Papillomavirus (HPV) Annual Vaccination Opt-Out Certificate

INSTRUCTIONS FOR COMPLETING THIS FORM
Section 1: Enter student information
Section 2: Have parent/guardian or student (if 18 years of age or older) sign and date after reading the HPV Information Statement.

Section 1: Student Information

Name of School

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Date of Birth</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Street Address</th>
<th>City</th>
<th>Zip Code</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name and Address of Healthcare Provider</th>
<th>City</th>
<th>Zip Code</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Beginning in 2009 and in accordance with D.C. Law 17-10 (Human Papillomavirus Vaccinations and Reporting Act of 2007) and the December 19, 2014 Notice of Rulemaking to expand Title 22 of the DC Municipal Regulations, the parent or legal guardian of a student enrolling in grades 6 through 12 for the first time at a school in the District of Columbia is required to submit certification that the student has:

1. Received the Human Papillomavirus (HPV) vaccine; or
2. Not received the HPV vaccine this school year because:
   a. The parent or guardian has objected in good faith and in writing to the chief official of the school that the vaccination would violate his or her religious beliefs;
   b. The student’s physician, his or her representative or the public health authorities has provided the school with written certification that the vaccination is medically inadvisable; or
   c. The parent or legal guardian, in his or her discretion, has elected to opt out of the HPV vaccination program by signing a declaration that the parent or legal guardian has been informed of the HPV vaccination requirement and has elected not to participate.

Section 2: Signatures

Annual Opt-Out for Human Papillomavirus (HPV) Vaccine

I have received and reviewed the information provided on HPV and the benefits of the HPV vaccine in preventing cervical cancer and genital warts if it is given to preteen girls and boys. After being informed of the risk of contracting HPV and the link between HPV and cervical cancer, other cancers and genital warts, I have decided to opt-out of the HPV requirement for the above named student. I know that I may readdress this issue at any time and complete the required vaccinations.

Signature of Parent/Guardian or Student if >18 years

Date

Print Name of Parent/Guardian or Student if >18 years

Updated January 2015 (SY 2015-2016)
HUMAN PAPILLOMAVIRUS INFORMATION

Genital human papillomavirus (HPV) is the most common sexually transmitted virus in the United States. There are about 100 types of HPV. Most infections don’t cause any symptoms and go away on their own. HPV is important mainly because it can cause cervical cancer in women and several less common types of cancer in both men and women. It can also cause genital warts and warts of the upper respiratory tract. There is no cure for HPV, but the problems it causes can be treated.

About 20 million people in the U.S. are infected, and about 6 million more get infected each year. HPV is usually spread through sexual contact. More than 50% of sexually active men and women are infected with HPV at some time in their lives. Every year in the U.S., about 12,000 women get cervical cancer and 4,000 die from it with rates of cervical cancer in DC being higher than national averages.

HPV vaccine is an inactivated vaccine (not live) which protects against four major types of HPV. These include two types that cause about 70% of cervical cancer and 2 types that cause about 90% of genital warts. HPV vaccine can prevent most genital warts and most cases of cervical cancer.

Protection is expected to be long-lasting. But vaccinated women still need cervical cancer screening because the vaccine does not protect against all HPV types that cause cervical cancer.

HPV vaccine is routinely recommended for girls and boys 11-12 years of age, but may be given as early as age 9 years. It is important for girls and boys to get HPV vaccine before their first sexual contact—because they have not been exposed to HPV. The vaccine protects against some—but not all—types of HPV. However, if female or male is already infected with a type of HPV, the vaccine will not prevent disease from that type. It is still recommended that females and males with HPV get vaccinated. In addition, the HPV vaccine can prevent vaginal and vulvar cancer in females, and genital warts and anal cancer in both males and females.

The vaccine is also recommended for females 13-26 years of age and males 13-21 years of age (or to age 26 in some cases) who did not receive it when they were younger. It may be given with any other vaccines needed.

HPV vaccine is given as a three-dose series:
- 1st Dose: Now
- 2nd Dose: two months after Dose 1
- 3rd Dose: six months after Dose 1

People who have had a life-threatening allergic reaction to yeast, are pregnant, moderate to severe illness should not receive the vaccine. Side effects are mostly mild, including itching, pain, redness at the injection site and a mild to moderate fever.

If additional information is needed, please contact your healthcare provider, the D.C. Department of Health Immunization Program at (202) 576-7130 or the Centers for Disease Control and Prevention (CDC) at 1-800-CDC-INFO (1-800-232-4636).

Updated January 2015 (SY 2015-2016)
Dear Parent/Guardian and Physician:

Students in need of medication or feeding tube procedures during school hours must meet the following requirements:

1. Parents/guardians must present to the school nurse a signed consent and physician's written authorization for the procedure/treatment. The physician's authorization and parent's consent will be maintained in the student's file.

2. The parent/guardian's signed consent and physician's authorization must be in place before the student receives the specific medical procedure/treatment.

3. The physician's order must include: a.) Name of student, b.) student's date of birth, c.) address, d.) telephone number, e.) diagnosis, f.) name of the procedure/treatment, and g.) reason for and any precautions or possible adverse reaction to the procedure/treatment that authorized personnel may expect.

4. As needed, the parent/guardian will meet at the school with the school nurse to initiate medical procedure/treatment.

5. Supplies to provide a specific medical procedure/treatment must be provided by the parent/guardian. All equipment and supplies that are required must remain in the school if possible.

6. If any adjustments are made to the procedure (e.g. technique, frequency, medications), a new Physician Authorization and Parental Consent Form will be required.

7. All equipment and supplies kept in school will be stored in a secure area accessible only to authorized administering personnel.

Sources:

Adapted from District of Columbia Public Schools (2015).

REV. 4/2017
Authorization for Medication Administration at School

Healthcare provider: Please complete and sign the following order.

Student name: ___________________________ Date of birth: ___/___/
Reason for medication: __________________________________________

Date of authorization: ___/___/___ Order expiration date: ___/___/___

Medication name: ____________________________________________
Route of administration: ________________________________
Dosage (please include concentration): __________________________
Time of administration (if prn, specify frequency): __________________

If prn, list indicators for administration: __________________________
Possible side effects: ________________________________________

Healthcare provider name: ___________________________________
Healthcare provider telephone number: _________________________
Healthcare provider signature: ___________________________ Date: ___/___/

Parent/guardian: Please complete and sign the following.

I hereby authorize the school nurse/trained school personnel to administer medications as directed by the physician to my child (insert name here) ______________________________. I have read and agree to comply with the District of Columbia School Health Program regulations regarding medications in school.

Parent/guardian name: _______________________________________
Parent/guardian signature: ___________________________ Date: ___/___/

School nurse signature: ___________________________ Date: ___/___/___

1901 Independence Avenue SE, Washington DC 20003
Tel: (202) 350-8680 Fax: (202) 350-8699 www.stcoletta.org
Authorization for Feeding Tube Procedures at School

Healthcare provider: Please complete and sign the following order.

Student name: __________________________________________ Date of birth: __/__/___
Student diagnosis: _______________________________________
Student address: _________________________________________
Student telephone number: _________________________________

Please specify which of the following are indicated for this student while at school:

☐ Replace g-tube as needed  OR  ☐ Do not replace g-tube

Reason for procedure: _____________________________________
Precautions, possible adverse reactions: _______________________

☐ Tube feeding

Formula: _________________________________________________
Route of administration: _________________________________
Quantity: _______________________________________________
Time: ___________________________________________________
Delivery (bolus, pump, etc.), given over how many minutes: __________
Flush: __________________________________________________
Reason for procedure: _____________________________________
Precautions, possible adverse reactions: _______________________

☐ Oral intake (NPO, pureed, thickened liquids, etc.): __________

Date of authorization: __/__/___ Order expiration date: __/__/___

Healthcare provider name: _________________________________
Healthcare provider telephone number: _______________________
Healthcare provider signature: _____________________________ Date: __/__/___

Parent/guardian: Please complete and sign the following.

I hereby authorize the school nurse/trained school personnel to perform enteral tube feeding procedures as directed by the physician for my child (insert name here) ______________________ I have read and agree to comply with the District of Columbia School Health Program regulations regarding authorization for specific health assistance in school.

Parent/guardian name: _____________________________________ Date: __/__/___

School nurse signature: ___________________________________ Date: __/__/___
Authorization for Specific Medical Procedure at School

Healthcare provider: Please complete and sign the following order.

Student name: ______________________________ Date of birth: ___/___/___
Student address/telephone number: __________________________________________

Date of authorization: ___/___/___ Order expiration date: ___/___/___
Diagnosis: ________________________________________________________________
Type of Procedure: _______________________________________________________
Reason for Procedure: ____________________________________________________
Instructions: _____________________________________________________________
________________________________________________________________________

If prn, list indicators for administration: ______________________________________
Precautions/Possible adverse reactions: ______________________________________

Healthcare provider name: _________________________________________________
Healthcare provider telephone number: _______________________________________
Healthcare provider signature: ______________________________ Date: ___/___/___

Parent/guardian: Please complete and sign the following.

I hereby authorize the school nurse/trained school personnel to provide the above procedure as directed by the physician to my child (insert name here) ________________________________, I have read and agree to comply with the District of Columbia School Health Program regulations regarding medical procedures in school.

Parent/guardian name: ____________________________________________________
Parent/guardian signature: ______________________________ Date: ___/___/___

School nurse signature: ______________________________ Date: ___/___/___
School/Parent Compact

Parent and Family Engagement Policy
School-Parent/Guardian Compact (SCHOOL COPY)

St. Coletta Special Education Public Charter School and the parents/guardians of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) agree that this compact outlines how the responsibility for improved student achievement will be shared by all parties to build and develop a partnership that will help the students achieve.

This school-parent compact is in effect during the 2019-2020 school year.

School/Teacher Responsibilities

St. Coletta Special Education Public Charter School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating students to achieve in the school setting as follows:
   a. Provide specialized instruction and related services to all students in accordance with their Individualized Education Program (IEP) document.
   b. Provide parents opportunities to discuss their child’s achievement through participation in annual IEP meetings, mid-year parent-teacher conferences, scheduled observations and trainings pertinent to instructional activities for carryover between home and school.
   c. Provide comprehensive staff development training in the area of education to promote school-wide student achievement and IEP goal progress.

2. Communicate with parents/guardians as follows:
   a. Provide written communication regarding the educational program, FLS curriculum, and teaching strategies utilized through school newsletters, the parent handbook, Open House and Back To School Night events.
   b. Provide quarterly student progress reports and results of statewide testing, as appropriate.
   c. Provide classroom specific information and via the home-school communication book.
   d. Contact parent/guardian via phone as needed to discuss student programming, inform of upcoming events, and relay other pertinent student information.
   e. Include updated school information and showcase school-wide activities on social media platforms.

3. Monitor and track student attendance.
   a. The school will provide information on attendance and truancy guidelines.
   b. Attendance calls will be made when a student is absent.
   c. The school will contact parents to discuss attendance concerns and provide information on relevant resources.

4. Provide parents/guardians opportunities for involvement in their child’s achievement
   a. Parent/teacher trainings provided by the classroom teacher and/or therapists focused on specific student skills included on their IEP.
   b. Parent trainings provided by special education teachers, therapists, and specialists on topics such as communication, behavior management, and transition planning.
   c. Opportunities to provide input for IEPs and attend mid-year parent teacher conferences.

Parent/Guardian Responsibilities

We, as parents/guardians, will support our children’s learning in the following ways:

1. Promote my child’s educational progress by:
   a. Being an active participant in the development of my child’s IEP.
   b. Attending and participating in IEP and eligibility meetings.
   c. Participating in mid-year parent conferences or other meetings scheduled to discuss my child’s progress.
   d. Participating in at least one Parent Training

2. Regularly communicate with school in such areas as:
   a. Completion of necessary school documents and permission forms so that my child can fully participate in their educational program.
   b. Inform the school and classroom teacher of any attendance issues and provide documentation as needed.
   c. Include important information pertinent to my child for the school day through their home-school communication book.
   d. Parent will inform school of circumstances that may impact the child’s day-to-day functioning in the school program.

3. Ensure that my child attends school.
   a. I will communicate my child’s absence by calling the school attendance line
   b. I will provide documentation supporting my child’s absences to the school
   c. I will make efforts to schedule doctor and therapy appointments outside of my child’s instructional hours

4. Be involved in school-wide events, training opportunities offered by the school and any other parent involvement opportunities, as much as possible.

Signature of School Representative/Teacher ___________________________ Date __________

Signature of Parent/Guardian ___________________________ Date __________

***Return this copy to the school and retain the version titled “Parent Copy” for your records.***
School-Parent/Guardian Compact (PARENT COPY)

St. Coletta Special Education Public Charter School and the parents/guardians of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) agree that this compact outlines how the responsibility for improved student achievement will be shared by all parties to build and develop a partnership that will help the students achieve.

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   b. Provide parents opportunities to discuss their child’s achievement through participation in annual IEP meetings, mid-year parent-teacher conferences, scheduled observations and trainings pertinent to instructional activities for carryover between home and school.
   c. Provide comprehensive staff development training in the area of education to promote school-wide student achievement and IEP goal progress.

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   b. Provide quarterly student progress reports and results of statewide testing, as appropriate.
   c. Provide classroom specific information and via the home-school communication book.
   d. Contact parent/guardian via phone as needed to discuss student programming, inform of upcoming events, and relay other pertinent student information.
   e. Include updated school information and showcase school-wide activities on social media platforms.

3. **Monitor and track student attendance.**
   a. The school will provide information on attendance and truancy guidelines.
   b. Attendance calls will be made when a student is absent.
   c. The school will contact parents to discuss attendance concerns and provide information on relevant resources.

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   a. Parent/teacher trainings provided by the classroom teacher and/or therapists focused on specific student skills included on their IEP.
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   d. Participating in at least one Parent Training

2. **Regularly communicate with school in such areas as:**
   a. Completion of necessary school documents and permission forms so that my child can fully participate in their educational program.
   b. Inform the school and classroom teacher of any attendance issues and provide documentation as needed.
   c. Include important information pertinent to my child for the school day through their home-school communication book.
   d. Parent will inform school of circumstances that may impact the child’s day-to-day functioning in the school program.

3. **Ensure that my child attends school.**
   a. I will communicate my child’s absence by calling the school attendance line
   b. I will provide documentation supporting my child’s absences to the school
   c. I will make efforts to schedule doctor and therapy appointments outside of my child’s instructional hours

4. **Be involved in school-wide events, training opportunities offered by the school and any other parent involvement opportunities, as much as possible.**

***Parent/Guardian- keep this copy for your records. The version titled “School Copy” should be returned to the school with the rest of the Back to School documents.***
Policy

Under Title I, Part A of the Elementary and Secondary Education Act, schools receiving Title I funding are expected to collaborate with families in developing parent engagement policies outlining how the school program will involve families in their child’s learning. A compact is also included to detail how families and the school will work together to ensure student success.

St. Coletta School involves parents in their child’s education to every extent possible. Our policy and practice focuses on collaboration with parents and caregivers on educational strategies and techniques to promote the smooth transition of the routine of the school into the home and the community. We strive to remove barriers that prevent involvement whenever possible.

Procedure

Involving families in the development of the Title I LEA plan
Parents will be given opportunities to be involved in the development of the Title I LEA plan in the following ways:

* Participating in the annual Title I LEA planning meeting with school administrators. They will review the current plan, provide feedback on how funds were used for student achievement, staff development, parent involvement, and educational resources.

* Reviewing and providing feedback on the school-parent-guardian compact which outlines how the responsibilities will be shared by the school and families to build and develop a partnership that will help improve student achievement.

* Opportunities to provide feedback through annual parent survey’s on parental involvement, student achievement, and overall climate of the school.

* Completing feedback forms on effectiveness of trainings outlined in the current Title I LEA plan.
Communicating effectively
The school will effectively communicate programs, activities, and events related to the LEA plan through:

* Sending regular letters home to families detailing current activities and events, parent training opportunities, and updates on school goals and student achievement.

* Providing quarterly newsletters including updates on schoolwide events, training opportunities, and student progress

* Sending invitations for discussion groups with administrators, save the date cards for school activities, and registration fliers for parent trainings.

* Posting school updates and showcasing student activities on social media platforms.

* Providing daily communication home via teacher/parent notebooks to update on day to day schedules and student progress.

Providing resources to support families’ involvement in the school program
The school will ensure families are able to participate and be actively involved by:

* Developing parent trainings in response to those areas of need expressed by St. Coletta parents.

* Providing flexible meeting times/locations, transportation stipends, translation services, and childcare to ensure a family’s ability to participate.

* Making available training materials and scheduling condensed follow up trainings for parents unable to attend weekend training sessions.

* Extending opportunities to parents for individual training sessions with therapists and teachers.

Supporting student success
It is the expectation that parents/caretakers are actively involved in their child’s educational planning and are in attendance at annual IEP meetings and teacher conferences throughout the school year to ensure their child’s success. The school will ensure parents are provided opportunities to give input and receive feedback on their child’s educational by:

* Providing ample notice and flexible scheduling for Individual Education Plan (IEP) meetings
*Scheduling meetings for collaboration with teaching and therapy staff in development of student IEPs.

*Extending flexible schedules and alternate meeting locations for parent/teacher conferences to ensure increased ability to participate.

Providing opportunities for meaningful engagement
St. Coletta will afford parents multiple opportunities to be involved in school-wide events that reflect on theme-based topics, functional life skill, and celebratory activities throughout the school year. These include, but are not limited to:

*Theme-based project events such as Black History Month fair, Career-Based Training Exploration Fair, Women in the Arts Show, etc.

*Holiday performances, Thanksgiving and End of Year luncheons, Mother’s Day Tea, Donuts with Dad, and choir performances.

*Community Based Outings.
PARENT COMPACT/PARENT ENGAGEMENT POLICY INPUT FORM

Please find enclosed, as part of the Back-to-School packet, the current School-Parent/Guardian Compact as well as the Parent and Family Engagement Policy. These documents are reviewed annually and revisions are made using stakeholder feedback. Please use the sections below to provide any input that you believe the school should consider.

School-Parent/Guardian Compact Input:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Parent and Family Engagement Policy Input:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
McKinney-Vento Homeless Education Program
May 6, 2019

Dear Parents and Guardians:

We would like to remind you about a resource available to all families of St. Coletta. The McKinney-Vento Homeless Education Act is put in place to ensure that all children have the same equal access to free and appropriate public education regardless of their home living circumstances.

As we understand the challenging times that our country continues to face, we would like to inform you that in the event that your family is faced with homelessness, displaced, or doubled up with someone else, we have a Homeless Liaison who is available to assist in making sure that your child is able to continue to receive the education to which they are entitled. We have included for your review with this letter an “Information for Parents” poster reminding you of your rights if you and your child encounter these unfortunate circumstances.

If you have further questions or concerns, please feel free to contact Jessica Drake or Lourdes Anne Licuanan using the contact information provided below.

Sincerely,

Jessica Drake, LICSW
Lead School Social Worker and Homeless Liaison
202-350-8680 ext. 1073
Jessica.drake@stcoletta.org

Lourdes Anne Licuanan, OTR/L
Director of Therapeutic Services
202-350-8680 ext. 1038
llicuanan@stcoletta.org
INFORMATION FOR PARENTS

IF YOUR FAMILY LIVES IN ANY OF THE FOLLOWING SITUATIONS:

- In a shelter
- In a motel or campground due to the lack of an alternative adequate accommodation
- In a car, park, abandoned building, or bus or train station
- Doubled up with other people due to loss of housing or economic hardship

Your school-age children may qualify for certain rights and protections under the federal McKinney-Vento Act.

Your eligible children have the right to:

- Receive a free, appropriate public education.
- Enroll in school immediately, even if lacking documents normally required for enrollment.
- Enroll in school and attend classes while the school gathers needed documents.
- Enroll in the local school; or continue attending their school of origin (the school they attended when permanently housed or the school in which they were last enrolled), if that is your preference and is feasible.

  * If the school district believes that the school you select is not in the best interest of your children, then the district must provide you with a written explanation of its position and inform you of your right to appeal its decision.

- Receive transportation to and from the school of origin, if you request this.
- Receive educational services comparable to those provided to other students, according to your children's needs.

If you believe your children may be eligible, contact the local liaison to find out what services and supports may be available. There also may be supports available for your preschool-age children.

Local Liaison
Jessica Drake, LICSW
202-350-8680

State Coordinator - DC
Nicole Lee-Mwundha
(202) 654-6193

If you need further assistance with your children's educational needs, contact the National Center for Homeless Education:
1-800-308-2145 • homeless@serve.org • www.serve.org/nche
Who are school social workers?
School Social Workers are training mental health professionals with a master’s degree in social work who provide services related to a person’s social, emotional, and life adjustment to school and/or society. School Social Workers are the link between the home, school, and community in providing direct as well as indirect services to students, families, and school staff to promote and support students’ academic and social success.

What are some of the services School Social Workers provide?

Services to students
- Provide ongoing counseling as part of the IEP services, in order to help students participate more fully in the school environment
- Provide short-term counseling to students experiencing significant life changes or challenges (for example: divorce, death in the family, homelessness)
- Provide crisis intervention
- Develop strategies to increase academic success
- Assist with conflict resolution and anger management
- Help students develop social skills
- Teach sessions on health, human growth, and development as well as relationships
- Assist the student in understanding and accepting themselves and others

Services to parents
- Interview families to assess for problems that could be affecting the student’s educational success
- Help families lessen stress to enable the child to function better at school
- Assist parents in finding and accessing resources in the school and the community
- Assist parents in understanding and applying to adult disability services and guardianship
- Have an annual holiday assistance program in December. We select a few families from our school who are in need of assistance during the holidays and provide them with gifts of clothing for children in the family. If interested, inform the social work department in October of that calendar year.

Services to school staff
- Provide staff with essential information to better understand factors (cultural, societal, economic, familial, health, etc.) impacting a student’s performance and behavior at school
- Assess students with mental health and/or behavioral concerns
- Develop staff in-service trainings
- Assist teachers with behavior management
- Provide direct support to staff
- Collaborate with school staff to facilitate staff teaming and link appropriate school staff together to resolve issues

School-community liaison
- Obtain and coordinate community resources to meet students’ needs
- Help school districts receive support from social and mental health agencies
- Helping the system respond effectively to each child’s needs

Services to districts
- Assist in developing and implementing programs for children, teens and disabled adults
- Identifying and reporting child abuse and neglect
- Act as truancy monitor; monitor student attendance, assist families in getting students to school, and report chronic truancy
- Provide case management for students and families requiring multiple resources
Parent Handbook
ACKNOWLEDGEMENT

I acknowledge receipt and responsibility for review of the contents of this 2019-2020 Parent Handbook for the St. Coletta Special Education Public Charter School. Please detach, sign and return this acknowledgement to the school.

Parent/Guardian Signature  Parent/Guardian Name (please print)  Date

Student's Name (Print)
Parent Handbook
2019-2020

St. Coletta School
1901 Independence Avenue, SE
Washington, DC 20003
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# St. Coletta School Calendar 2019-2020 (6/3/2019)

Mon. 8:30am - 12:30pm/ Tues – Fri. 8:30 am - 3:00 pm (After care available Mon. 12:30 pm - 3:00 pm)

## AUGUST

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Wed - Fri</td>
<td>July 31– Aug 23 2019</td>
<td>No School For Students</td>
</tr>
<tr>
<td>Wed – Tuesday</td>
<td>Aug 14– Aug 20, 2019</td>
<td>Orientation and Professional Development for new staff</td>
</tr>
<tr>
<td>Wed – Friday</td>
<td>Aug 21– Aug 23, 2019</td>
<td>Orientation and Professional Development (for returning and new staff)</td>
</tr>
<tr>
<td>Friday</td>
<td>August 23, 2019</td>
<td>Open House (1:00 pm – 3:00 pm)</td>
</tr>
<tr>
<td>Monday</td>
<td>August 26, 2019</td>
<td>First Day of School  - Students return to School</td>
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## SEPTEMBER

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<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Monday</td>
<td>September 2, 2019</td>
<td>Labor Day Holiday – School Closed</td>
</tr>
<tr>
<td>Thursday</td>
<td>September 26, 2019</td>
<td>Back-to-School Night (6:00 pm— 7:30 pm)</td>
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## OCTOBER

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Monday</td>
<td>October 14, 2019</td>
<td>Columbus Day Holiday – School Closed</td>
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## NOVEMBER

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Friday</td>
<td>November 1, 2019</td>
<td>Staff Development Day</td>
</tr>
<tr>
<td>Monday</td>
<td>November 11, 2019</td>
<td>Veterans Day Holiday – School Closed</td>
</tr>
<tr>
<td>Friday</td>
<td>November 15, 2019</td>
<td>First Quarter Progress Reports Go Home</td>
</tr>
<tr>
<td>Wed – Fri</td>
<td>November 27-29, 2019</td>
<td>Thanksgiving Holiday – School Closed</td>
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## DECEMBER

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<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Friday</td>
<td>December 20, 2019</td>
<td>Last day for students before Winter Break</td>
</tr>
<tr>
<td>Mon– Fri</td>
<td>Dec 23, 2019- Jan 3 2020</td>
<td>Winter Break – School Closed</td>
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## JANUARY

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Monday</td>
<td>January 6, 2020</td>
<td>Students Return to School</td>
</tr>
<tr>
<td>Monday</td>
<td>January 20, 2020</td>
<td>Martin Luther King Jr. Holiday -- School Closed</td>
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## FEBRUARY

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<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Friday</td>
<td>February 7, 2020</td>
<td>Second Quarter Progress Report Go Home</td>
</tr>
<tr>
<td>Monday</td>
<td>February 17, 2020</td>
<td>Presidents’ Day Holiday – School Closed</td>
</tr>
<tr>
<td>Tuesday</td>
<td>February 18, 2020</td>
<td>Staff Development Day - School Closed For Students</td>
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## MARCH

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<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Friday</td>
<td>March 27, 2020</td>
<td>Staff Development Day – School Closed For Students</td>
</tr>
<tr>
<td>Monday</td>
<td>March 30, 2020</td>
<td>Inclement Weather Day***</td>
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**Inclement Weather Day**—This day can be used in the event the school calendar is impacted by Inclement Weather. School will be closed for students and staff on March 30, 2020 and April 13, 2020 unless there is a need to make up for missed days due to inclement weather.
# SY 18-19 Calendar Continued (6/3/2019)

## APRIL

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<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Mon—Fri</td>
<td>April 6—April 10, 2020</td>
<td>Spring Break— No School</td>
</tr>
<tr>
<td>Monday</td>
<td>April 13, 2020</td>
<td>Inclement Weather Day***</td>
</tr>
<tr>
<td>Thursday</td>
<td>April 16, 2020</td>
<td>Emancipation Day— No School</td>
</tr>
<tr>
<td>Friday</td>
<td>April 17, 2020</td>
<td>Staff Development Day— School Closed for Students</td>
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</table>

## MAY

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Friday</td>
<td>May 8, 2020</td>
<td>Third Quarter Progress Reports Go Home</td>
</tr>
<tr>
<td>Thursday</td>
<td>May 21, 2020</td>
<td>Picture Day</td>
</tr>
<tr>
<td>Friday</td>
<td>May 22, 2020</td>
<td>Staff Development Day — School Closed for Students</td>
</tr>
<tr>
<td>Monday</td>
<td>May 25, 2020</td>
<td>Memorial Day Holiday -- School Closed</td>
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## JUNE

No breaks/holidays occurring in June

## JULY

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Friday</td>
<td>July 3, 2020</td>
<td>July 4th Holiday Celebrated — School Closed</td>
</tr>
<tr>
<td>Tuesday</td>
<td>July 28, 2020</td>
<td>Last Day of School for Students — 12:30 pm dismissal — No After Care</td>
</tr>
<tr>
<td>Wednesday</td>
<td>July 29, 2020</td>
<td>Staff Clean Up Day— School Closed for Students</td>
</tr>
</tbody>
</table>
Important People of St. Coletta of Greater Washington
Main: (202) 350-8680
Fax: (202)350-8699

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Chief Executive Officer
President, St. Coletta Special Education PCS Board of Trustees
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TRANSPORTATION SERVICES

D.C. Transportation ........................................... 202-576-5000
Alexandria City Transportation ........................... 703-481-4169
Montgomery County Transportation ................. 301-840-8130
Prince George's County Transportation ............ 301-952-6572/6579
Fairfax County Transportation .......................... 703-446-2031

ANSWERS TO FREQUENTLY ASKED QUESTIONS

Here are some questions that have been raised by parents over the years. We think you will find the answers helpful. Of course, your own questions are always welcome as we work together to serve your child.

Tell me about the school my child is now attending.
St. Coletta of Greater Washington is an independent, non-sectarian, non-profit organization whose mission is to serve children and adults with intellectual disabilities. Individuals may also have diagnoses of autism and other primary or secondary disabilities. At St. Coletta, we believe in the immeasurable value of the human spirit and in the right of each individual to live as full and independent a life as possible. We respect the dignity of all persons entrusted to our care and our goal is to serve them in an atmosphere that encourages their talents, celebrates their successes and builds their self-esteem. At St. Coletta, each person is recognized for personal strengths rather than by needs and is evaluated by their potential rather than by our expectations. Our goal is to give individuals with intellectual disabilities every chance to show the world what they can do.

St. Coletta, an 11-month program including six weeks of Extended School Year, focuses on the individual and what they need to learn in order to be successful in school and in the wider community. We believe that individuals learn best through hands-on, exploratory experiences. Teachers and therapists plan an integrated theme-based approach and develop a series of learning experiences that allow children to explore a subject while working on skills and competencies spelled out in their Individualized Education Program (IEP). The basic program includes: functional academics (linked to Common Core Standards), skills of daily living, community-based instruction, adaptive physical education, arts education, computer skills and vocational training.

What is the history of St. Coletta School?
St. Coletta was founded in 1959, in Arlington, Virginia, by Joe and Hazel Hagarty. Their daughter had Down Syndrome, and they were not satisfied with programs offered by the local public schools and were unwilling to send their daughter to an institution. Before acquiring the new DC site in September, 2006, to open the St. Coletta Special Education Public Charter School, the school occupied space at St. Coletta School on Peyton Street in Alexandria, St. Charles School in the Clarendon Presbyterian Church, and at Marymount University.

What are the facilities like and what special equipment is available?
St. Coletta School is located in a beautiful, state-of-the-art facility, which occupies 99,000 square feet at 19th Street and Independence Avenue, SE, in the District. Students have access to a variety of technology including computers, touchscreen monitors, and tablet devices (e.g., iPads). Assistive technology and adaptive devices are available to all students with a need for such devices. There are studios for art, music, physical therapy, and horticulture. A sensory room and hydrotherapy pool are available as per student need. A full-sized gymnasium and outdoor basketball court are available for students, as well as an adapted playground, an amphitheater for outdoor arts and a school garden.
Kitchen facilities are included in each house. Outdoor cameras and round-the-clock security are available to ensure the safety of staff and students, and assist in maintaining a secured environment.

**What does a typical classroom look like?**
At St. Coletta, a typical classroom consists of 10-15 students, a teacher, and paraprofessional staff. Paraprofessional staff support students as specified on IEPs.

**What is the tuition at St. Coletta? Are there any other fees I'll need to pay?**
All students at St. Coletta are publicly funded. Periodically, the school may request money for special activities; however, no student is ever denied an opportunity to participate in an activity due to lack of funds. St. Coletta does not accept private pay tuition.

**What services does St. Coletta School offer?**
The program of services is developed, and is always evolving, as an extension of the IEP for each student. The program is planned with a vision that St. Coletta graduates are happy, productive individuals living as independently as possible.

**Basic Program**
The goal of the basic educational program is to help students achieve their (IEP) goals, increase their independence, utilize their community, express themselves in a variety of ways, promote their health and well-being, and encourage their peer relationships. The basic program can include:

- Functional Academics
- Community-Based Instruction
- Music and Art Classes
- Daily Living Skills
- Adaptive Physical Education
- Hydrotherapy
- Behavior Support Services
- Computer/Keyboard Skills
- Horticulture

**Speech/Language Therapy**
Speech/language therapy is provided to the students as indicated on their IEPs. Speech/language therapy focuses on providing each student with a functional system of communication using speech, sign, picture symbols, assistive devices, or a combination of these so that the student can express his or her feelings, wants, and needs, as well as participate in their educational program.

**Occupational and Physical Therapies**
Occupational and/or physical therapy is provided to students as indicated on their IEPs. The therapists work with the classroom teachers, the PE teacher and the vocational staff on a regular basis. The goal of physical and/or occupational therapy is to help the student access the educational environment. The physical therapist focuses on improving gross motor skills, balance, and range of motion, and the occupational therapist focuses on improving fine motor, eye-hand coordination and management of the sensory environment, so that the student is better able to perform functional academics and the tasks of daily living, hands-on classroom projects, and eventually vocational skills, as possible.

**Counseling**
Counseling is provided to students as indicated on their IEPs. Students who require counseling may receive these services at St. Coletta School. Counseling focuses on helping students improve their social-emotional skills and improve peer interactions within their educational environment.

**Vocational Program**
The Individuals with Disabilities Education Improvement Act (IDEIA) regulations require that all persons with disabilities age fourteen and older receive transitional and vocational services. All students that are DC residents begin transition planning at age fourteen in accordance with the Enhanced Special Education Services Act. To this end, St. Coletta provides pre-vocational skills and career-based training preparation. The goal of the career-based program is to help students learn about the world of work and provide them with the skills and support to make a successful transition to employment, supported employment or an appropriate post-secondary program, upon graduation.
In order to provide guidance and instruction, any of the following staff may accompany students into the community: teachers, therapists, and paraprofessionals (job coaches and teacher assistants). In addition, if a student has a dedicated aide, an aide will accompany them into the community.

**BEHAVIOR SUPPORT SERVICES**
Our Behavior Team provides positive behavior support strategies designed to help students with challenging behaviors have a safe and successful experience at school. The team, made up of Board Certified Behavior Analysts (BCBAs) and Registered Behavior Technicians (RBTs), conduct Functional Behavior Assessments and from them, develop Positive Behavior Support Plans designed to teach students appropriate and effective alternatives to behaviors of concern. Through the use of its Positive Behavior Training Suite, students may receive additional instructional support through individual work systems focusing on specific IEP objectives which employ the principles of TEACCH and the fundamentals of Applied Behavior Analysis. These systems can then be generalized to the classroom or other settings to further support student instruction.

**ASSISTIVE TECHNOLOGY**
St. Coletta believes that each student has the right to assistive technology devices that may remove a barrier to learning and increase access to the educational curriculum and/or educational environment. The Multidisciplinary Team will work together to make data-driven decisions to help with the selection of appropriate assistive technology for each individual student. Assistive technology devices may include adaptive equipment, hearing aids, an augmentative communication device, or a computer program or adaptation.

**How is my child’s IEP developed and who participates at the meeting?**
If a child/student enrolls with a valid IEP, an IEP review is held; then at a minimum annually thereafter. We expect the LEA representative, the parent or guardian, the transition-aged student, and the teachers and therapists to be active participants in the scheduling and development of the IEP. Re-evaluation meetings are held at least once every three years by the IEP team to determine whether further individualized testing is indicated for the purpose of determining the student’s eligibility for special education services. If a student enters without an initial IEP a parent or school staff can refer the student for an evaluation to determine eligibility for special education services.

**Besides participating at the IEP, how will my local school jurisdiction be involved in my child’s education?**
The administration of St. Coletta keeps in close contact with the school jurisdictions responsible for each student. It is our goal to work as a team in providing the best possible services for our students. St. Coletta staff members inform the jurisdictions of progress or any other matters of concern involving students.

**How do we know our child is progressing? Will my child receive grades?**
Progress is noted on the IEP goals four times per year, as well as during IEP meetings which at a minimum must be held annually. These progress reports are sent home to parents and guardians. Parents/guardians are encouraged to make appointments at any time of the year to review their child’s progress. Parents/Guardians are invited to the school to participate in mid-year parent teacher conferences to discuss your child’s progress in more detail. St. Coletta does not use a traditional grading system. Data is maintained for each student, by the classroom teacher, to provide additional documentation of progress.

**Will my child have to participate in the State-wide testing initiatives?**
Decisions regarding student assessment are part of the IEP process. St. Coletta students often are not able to participate in the general statewide assessment, even with the maximum amount of testing accommodations allowed; thus, students typically participate in an alternate assessment, as prescribed by the jurisdiction, during those grade equivalent years in which students are required to be tested.

**If I am dissatisfied with some part of my child’s IEP what recourse do I have?**
A parent or guardian can ask for a meeting of the Multidisciplinary Team to review the IEP and discuss
their child's program at any time during the school year. The goal of the team, including the parent and the student of transition age, is to collaborate to create an educational program which meets the student's needs and provides the student with a free and appropriate public education. If the parent, guardian, or student who is their own guardian, does not agree with the recommendations of the team, the parent, guardian or student can initiate their due process rights and/or notify the local education agent (LEA) representative, as needed. You may call to schedule a meeting with your child's teacher and/or therapist(s) to discuss program concerns at any time.

**What will my child receive when he or she graduates from St. Coletta?**
Graduating students receive a High School Certificate at a graduation ceremony, if the IEP team has determined that a certificate is indicated. A student may graduate from St. Coletta at the end of the semester or year in which he or she turns twenty-two, depending upon the jurisdiction. Students who are at least eighteen years of age may choose to graduate sooner. Students and families work with appropriate adult agencies from their respective jurisdictions to aid in the transition process and/or identify appropriate programming and/or support for employment after graduation.

**How is the St. Coletta program structured?**
The St. Coletta program is ungraded and structured by age level. Each age level is a designated house. The upper ages of each designated age level may vary slightly depending on the individual needs of the students. Your child will be assigned a classroom and teacher. The primary contact for day to day communication is the classroom teacher. Teachers are supervised by Assistant Principals. Every house has a Special Education Coordinator who oversees the IEP process.

**How will I know what is going on in my child’s classroom?**
Each student will be given a communication book on the first day of school which will go from school to home and back each day. The book provides a means of communication between parents/guardians and teachers. Parents or guardians are asked to read the book daily and either initial the latest entry or enter a comment. The communication book is a valuable aid to the home-school partnership. The books will be collected at the end of the school year and will become part of the student's anecdotal record. In addition, parents receive quarterly newsletters informing them of house activities.

**Am I allowed to visit my child's classroom?**
The school welcomes scheduled parent/guardian visits. However, to ensure the safety, privacy and well-being of our students we must know who is in the building at all times. All daily visitors must first sign-in at the school's front desk then wait for a school personnel escort before going any other place on school premises. The school may not be able to accommodate unannounced visits.

**Will my child participate in Community-Based Instructional (CBI) activities?**
One of the primary components of the St. Coletta program is community-based instruction. Community-based instructional activities include frequent trips to area museums, parks, libraries, restaurants and other community resources. Generally, community-based instruction is tied directly to the theme or lessons addressed within the classroom to allow for experiential learning to reinforce concepts taught in the classroom. Included in the Back-to-School packet is a Neighborhood Community-Based Instruction (CBI) Permission Form. This form is intended for a select group of commonly visited sites that are a regular part of the day-to-day school programming. For any other CBI outings, a separate permission form will be sent home and must be signed and returned to the teacher in order for the student to participate in that CBI. If parents/guardians do not sign the CBI form, their child will not be included on the outing. Verbal permission, for the most part, will not be accepted unless as authorized by an Assistant Principal under special circumstances.
How is my child transported to school and on community-based instruction outings (CBIs)?

Children are transported to and from school by their local public school jurisdiction. Transportation is a related service and must be provided in accordance with the child’s IEP. Problems with transportation should be referred to the local jurisdiction, as well as to the school office. In the event that a student is unable to be transported home from school at the end of the day via bus due to illness or unsafe behavior, it is the responsibility of the parent/guardian to provide transportation home for their child in a timely manner.

The school owns passenger vans that may be used to transport students during the school day on CBIs. Only employees on the insurance policy for these vans may drive them. For school-wide trips, St. Coletta usually hires buses. Staff and students frequently utilize the metro and bus systems. Permission slips for community-based instruction will specify travel arrangements and modes of transportation.

What is the length of the school day?

School will be in session from 8:30 a.m. until 3:00 p.m., except for each Monday when school is dismissed at 12:30 p.m. to allow for staff work and development time. Students not being transported by bus are expected to be picked-up from the school no later than 3:00 pm on Mondays and 3:30 pm Tuesday through Friday.

What if I have to pick-up or drop off my child at school?

If you bring your child to school, you must come in with your child and sign them in via the front desk after parking in the school’s lot. Visitors may not park along Independence Avenue. Parents must also sign students out at the school’s front desk when picking students up from school. If you are picking up your child early or have pre-planned appointments, parents/guardians are expected to notify the Front Desk staff and child’s teacher by 2:00 p.m.

Do you offer before and after school care?

There is no before school care available. After care is available from 12:30 p.m. to 3:00 p.m. on Mondays only at no cost to families. Any families wishing to access the school’s after care are required to complete an after care agreement form. All students must be picked up by 3:00 p.m. Any families with repeated instances of late pick-up will result in no longer being able to access this free service. Since most school jurisdictions will not provide transportation, private arrangements must be made by the student’s parent or guardian. Parents are expected to notify the school by 9:30 a.m. if they wish to access Monday after care. Parents/Guardians may call school’s Front Desk or notify the classroom teacher.

Similarly, we ask that parents/guardians notify the school throughout the week regarding any changes to your child’s/student’s afternoon transportation arrangements (e.g. my child will not ride the bus this afternoon). Please inform the school of such changes by 2:00 p.m.

What are the policies regarding attendance?

Regular attendance is critical to ensure that students have every opportunity to progress academically. St. Coletta’s school day begins promptly at 8:30 a.m. Students who arrive after 8:30 a.m. are documented as tardy (excused or unexcused). Per DC regulations, for a student to be marked present for the school day, he or she must be present for at least 80% of the day.

Parents are responsible for communicating their child’s absence to the school. Place a call to our student absence line at: (202)350-8680 ext. 1101 or select option #3 when prompted. If the school does not receive a call from a parent/guardian, our attendance manager will call home to inquire as to the reason for the student’s absence from school. A written note by the parent/guardian must be received by the school within 5 days upon the student’s return to school, as per DC regulations. If a student is absent for 3 consecutive days or 10 cumulative days, further documentation, from a doctor or other staff from an agency or organization, may be requested in order to excuse the absence(s). At 4 unexcused
absences, the school social worker calls the home to discuss attendance regulations and inform parent of accrued absences.

The reason for each absence is recorded. Valid excuses for absences include: illness (a doctor's note may be required), death in a student's family, observance of a religious holiday, required court appearances, lawful suspension or exclusion from school by school authorities, medical or dental appointments, and other absences approved in advance by the principal upon the written request of a parent or guardian. Any absence that does not meet the criteria of an excused absence or fails to satisfy the documentation requirement of an excused absence within the allowable timeframe will be classified as an unexcused absence. If a student or parent anticipates an absence not covered by the excused absences listed above, they may submit a request for an excused absence due to a special circumstance to the school principal.

**What are the policies regarding truancy?**

**District of Columbia Students**

DC’s Compulsory Education and School Attendance law requires youth ages 5 to 17 to be in school. Per DC regulations, for a student to be marked present for the school day, he or she must be present for at least 80% of the day. Students who are tardy or leave early for more than 20% of the day will be counted as absent.

If a student reaches 3 unexcused absences, a letter is sent home alerting the parent of attendance concerns. If a student accrues 5 unexcused absences an attendance conference will be scheduled with the parent and school social worker. The purpose of the conference will be to **review educational and attendance concerns, develop attendance intervention strategies, and identify local community resources to improve school attendance.** If a student accrues 10 unexcused absences, a report of educational neglect will be made to CFSA, as required by DC regulations. When a student accrues 15 unexcused absences, a referral will be made to Court Services Division of the Family Court and to the Juvenile Student Division of OAG.

Further information may be found at:
http://www.lexisnexis.com/hottopics/dccode/

**Maryland Students**

The **Code of Maryland Regulations (COMAR)** requires students ages 5 to 16 to attend school (some jurisdictions specify 18 years). If a student has 3 unexcused absences, a letter will be sent home alerting the parent of attendance concerns. If a student accrues 5 unexcused absences, an attendance conference will be scheduled with the parent and school social worker. Students who are habitually truant, or miss more than 20% of days within a school year, will be referred to the Department of Juvenile Services.

Further information may be found at:

**Virginia Students**

The **Commonwealth of Virginia’s Compulsory Attendance Law, Code of Virginia, 22.1-254** requires students ages 5 to 18 to attend school. If a student has 3 unexcused absences, a letter will be sent home alerting the parent of attendance concerns. If a student accrues 5 unexcused absences, an attendance conference will be scheduled with the parent and school social worker. If attendance does not improve, the family will be referred to Juvenile Court.

Further information may be found at:
What is the school’s policy on bullying?
St. Coletta is committed to creating a safe learning environment for all students. It is the policy of St. Coletta to prohibit bullying, harassment or intimidation of any person on school property, school-sponsored functions, while in transit to school or school-sponsored functions, or by the use of electronic technology. Students who are found in violation of St. Coletta's bullying policy will be subject to consequences that are consistent with the school’s bullying and discipline policy.

What is the school’s policy on reporting suspected abuse or neglect?
In accordance with DC Code (§ 4-1321.02) and St. Coletta policy, all school staff are considered mandated reporters. As such, any person who knows or has cause to suspect that a child has been or is in immediate danger of being abused or neglected must immediately report it to School Administrators. Training on these requirements is reviewed with all St. Coletta staff annually.

Should a parent suspect abuse or neglect, they may also contact the Metropolitan Police Department (MPD), Adult Protective Services (APS), or Child Protective Services (CPS) to make a report. CPS can be reached at (202) 671-7233. APS may be reached at (202) 541-3950 and MPD may be reached at (202) 727-9099.

Does my child need a physical exam before he or she can attend the school?
District of Columbia regulations require that a physical and dental exam and a current record of immunization be on file for each student. This means, EACH AND EVERY YEAR, students are required to have a new physical and dental exam. St. Coletta may require more frequent physical exams for children with serious health and medication issues. Students without current immunizations or exams may be excluded from school.

What happens in the event of inclement weather or school closures?
During inclement weather days, St. Coletta will notify families of the school's operating status through the school's website, text alerts, social media platforms (Facebook and Twitter), and local news stations. To receive texts from the school, families must first provide the school with a phone number and/or email. Families will then “opt-in” by responding “YES” to a text sent to their mobile device.

MD and VA Students:
Parents should attend to their individual jurisdictional weather-related decisions on closures, delays and early dismissals.

My child takes medication. How are medications administered?
All medication, both prescription and over-the-counter (Tylenol, cough drops, etc.), must be in the original labeled container accompanied by an Authorization of Administration of Medication form. The form must be signed by the physician and the parent/guardian, and is required for all medicines administered at school. Medicines cannot be transported to school by the student, nor by the bus driver/aide. Medications may only be brought by the parent/guardian or sent through the mail. The school needs to know what additional medications are administered in the home, in the event an emergency occurs during school hours. Medication procedures are overseen by the school nurse. Individual medications can be administered by staff that are medication trained. If a student requires a nursing procedure such as g-tube feeding or suctioning, an authorization form is required from the health care provider. In addition, parent/guardian permission is required in writing to apply sunscreen or any other lotion to a child.
Are meals provided?
St. Coletta School stresses healthy meals and snacks. All students receive hot breakfasts and lunches (multiple options are available) which are prepared daily in a USDA-approved kitchen. Students are also provided with snacks on an as needed basis. As all meals and snacks are provided by the school, and since many of our students have specific food allergies, outside food is not permitted. This includes all bottled drinks or packaged snacks. Students on special dietary restrictions must have permission from the school and a doctor’s order specifying the nature of the medical necessity in order to bring their own lunches. Students in Houses 3, 4 and 5 may prepare their own lunches and meals as part of their educational program. Student birthdays are celebrated on a monthly basis in their individual houses. Parents will be notified of the date when these celebrations will take place and can provide store-bought items only. St. Coletta does not permit snacks or meals containing peanut products.

How is student behavior managed?
It is the philosophy of St. Coletta School to foster productive student behavior. Toward this goal, staff are expected to provide: clear rules for student conduct, collegiality among staff members, a pervasive caring environment for students, effective instruction, and a focus on providing positive reinforcement and options for students.

Effective methods for responding to disruptive student behavior include:
- Using positive redirection and reinforcement whenever appropriate;
- Developing positive personal relationships with students that indicate high teacher expectations and respect for students;
- Closely monitoring performance and behavior;
- Using brief, non-disruptive interventions;
- Handling conflicts calmly and avoiding engaging in power struggles;
- Clarifying students’ choices so that options are clear and students are responsible for the consequences of their choices;
- Using effective listening skills to help students identify problems and gain insight.

When students exhibit serious behavioral difficulties, a Functional Behavior Assessment (FBA) and Positive Behavior Support Plan (PBS) may need to be developed. St. Coletta School has Board Certified Behavior Analysts (BCBAs) to support this process. The development process should include the multidisciplinary team involved with the student and the following six steps:

- Attempt to determine the function(s) of the behavior through an FBA;
- Focus on one or two specific student behaviors that need to change in order for the student to have a successful school experience;
- Determine specific interventions to bring about these changes;
- Assign responsibility to staff for implementing each intervention;
- Determine the data to be collected to test the effectiveness of the intervention; and,
- Review the program at a minimum annually, or as determined by the IEP team.

Copies of the FBA and PBS are discussed with and given to parents/guardians and staff working with the child. A copy is placed in the student’s record.

St. Coletta staff members are trained in the Mandt System. All staff receive training in the Relational Section (Building Healthy Relationships, Communication, and Conflict Resolution). Depending on the specific needs of the school program, selected staff members receive training in the Conceptual and Technical Sections (Medical Risks of Restraint, Assisting and Supporting, Separating and Restraining.) Only staff members trained in the Conceptual and Technical level are allowed to intervene using this system. The Mandt System teaches a graded system of interventions, beginning with non-physical options and gradually moving towards physical options. Physical intervention is used only as a matter of last resort when someone is a danger to themselves or others and the attempted non-physical interventions have not been successful. Parents must be notified if a restraint is utilized and a behavior
plan must be developed.

There are quiet rooms at St. Coletta that are available for students to use if they need to calm themselves. These rooms are unlocked and students are never left alone. Use of the quiet room requires that an administrator be notified, an incident report written and the parent notified. St. Coletta policy prohibits the use of mechanical and chemical restraints.

The St. Coletta School Behavior Management Plan strictly prohibits:
- Corporal punishment
- Deprivation of drinking water or food necessary to meet daily nutritional needs;
- Denial of the use of toilet facilities;
- Any action humiliating, degrading or abusive;
- Deprivation of health care including counseling;
- Intrusive aversive therapy;
- Use of mechanical and/or chemical restraints.

If abuse or neglect is suspected, the school will contact Child Protective Services (CPS), Adult Protective Services (APS) or the Metropolitan Police Department (MPD). Before CPS/APS comes, a parent/guardian may be notified, unless the parent/guardian is the suspect. CPS/APS or the MPD may interview the child without consent from the parent or guardian. The parent may also contact any of these entities should they suspect any abuse or neglect. CPS may be reached at (202) 671-7233. APS may be reached at (202) 541-3950 and MPD may be reached at (202) 727-9099.

**What is St. Coletta School’s policy on student suspension?**

While St. Coletta School is dedicated to serving students with challenging behaviors by providing intensive behavior supports, there may be incidents where suspension is deemed necessary. In accordance with the “Student Fair Access to School Act of 2017”, no student under the eighth grade equivalent will be subject to an out-of-school suspension. This includes, but is not limited to: drug and/or weapon possession, incidents that may result in serious bodily injury, and other incidents of such nature in which it is felt the safety of the student and others is at risk. Dependent on the seriousness of the offense and/or danger to others, outside authorities may also be contacted. Further disciplinary action, up to and including expulsion, may be considered. Parents will be notified via certified mail and phone of this decision within 24 hours of the suspension.

If suspension equals ten consecutive or cumulative days over the school year (five, if the student is a DCPS student), then a Manifest Determination IEP meeting must be held. A Manifest Determination Meeting, per DCPS and other jurisdictional regulations, will be scheduled within ten days to determine if the behavior was a manifestation of the child’s disability. Depending upon the outcome of this meeting, the recommendations of the IEP team will be implemented. Please refer to the Discipline Policy within your yearly Back-to-School packet for additional details.

**My child has difficult behaviors. Can he/she be discharged from the program?**

Although St. Coletta is committed to serving difficult-to-place children, there are times when we feel we cannot provide the intensity of service that a child requires. An IEP to discuss placement would be held in these circumstances and our recommendations of such would be made. DCPS or other jurisdictions would then provide alternate placement options. In terms of day-to-day behavior difficulties, we are dedicated to providing students the needed supports to be successful in the classroom.

**What is the school’s weapons/drug policy?**

Any student who brings a weapon or an object that could be used as a weapon to school, brings drugs to school, or is involved in a situation that causes serious bodily injury can be suspended or expelled immediately. Depending upon the seriousness of the offense or the danger to others, outside authorities may be called. Further disciplinary action as noted under the student suspension policy section and within the Discipline Policy will be followed.
**Does the school have an emergency preparedness plan?**

St Coletta staff has a safety plan to be implemented in the event of a chemical or biological attack. If a terrorist action should materialize, we will immediately go into a lockdown mode. This means that parents and guardians should not come to the school, but should wait by the phone. If you have a cell phone number that we do not have, please provide it to the school by calling the Front Desk or notifying your student’s teacher. The building occupied by St. Coletta has windows that are sealed. In case of a biological or chemical event, we would shut down our air handlers and close off the ventilation systems to the best of our ability. We will not open the doors to anyone except official security or police personnel since to do so would compromise the air in the building. No one should come before they are notified. Emergency water and food supplies are stocked in the building. There will be enough food and water to last three to four days.

The school has a delineated plan for fire and other emergency-related events (e.g. earthquake, tornado, violent intruder). All staff are trained in emergency procedures. Students and staff practice drills throughout the year as prescribed by regulations.

**Regarding transportation and emergency planning:** Though this is largely in the hands of the local school jurisdictions, we have communicated to them our suggestions. If buses, taxis and vans are in route and close to the school, students will be delivered to the school. If transportation has recently departed the school with students, they will return students to the school. If buses, taxi or vans are close to students’ homes for pick-up in morning or delivery in afternoon, students will be taken to their home. If students are at a career-based training site and the event is chemical or biological they will have to remain there with the staff that accompanied them. We will work with employers to discuss their safety procedures. If the event is not chemical or biological, students will be retrieved from training sites and brought back to St. Coletta. Parents/guardians will be notified when it is safe to come and get their children. In the event of an emergency or crisis-related event, St. Coletta will send a text message and/or e-mail to parents notifying them of the emergency. To receive this message, a cell phone number and/or e-mail, must first be provided by the parent/guardian to the school. Once the school has a number on file, families need to “opt-in” in order to receive text messages. Families may opt-in by responding “YES” to a text message sent to their device. This text message system will only be used in the event of an unusual circumstance.

As you are well aware, there are no guarantees in these situations and we will all do whatever we can to ensure the safety of our students first and everyone involved.

**Parent/Guardian phone numbers/e-mails:**

It is critical that you provide us with current phone numbers, in case of an emergency. If your phone number changes, it is your responsibility to call and update us so we can update our records. Your phone number (and e-mail if you have one) will be added to our emergency text notification system so that in an event of an unusual occurrence, we can notify you and provide instructions, if needed. If you do not want your information in this system, please call the school to inform us.

**Why can’t I send my child to school when they are sick?**

Health regulations require that a child with a contagious illness, a severe cold, sore throat or cough, or who has a badly upset stomach must be kept home. A child with a fever must be kept at home for 24 hours after the temperature has returned to normal. The office should be immediately informed regarding a child who has a contagious illness or infection. Parents and/or guardians will be called if a child exhibits any of the above symptoms or if the administrator believes the child is sick and should not be at school. Parents/guardians must make arrangements to pick students up as soon as possible, if and when they become ill.
Since the staff members know my child so well can teachers and assistants provide services to me at home?
Due to the family atmosphere fostered at St. Coletta and the needs of the students, the staff may become well-acquainted with the parents/guardians. While such relationships are wholly acceptable, and are in fact necessary to successful education, professional integrity and confidentiality must be maintained at all times. In keeping with this standard, staff may not babysit, provide respite care, or transport students for pay in their own vehicles. All communication regarding the student is relayed through your child’s teacher or related service provider working with your child.

Who is allowed to see my child’s records?
All data in your child’s educational record is available for parents’ and guardians’ inspection and review.
Parents/Guardians have the right to:
- Inspect and review the student’s scholastic records within a reasonable period, but not to exceed 45 days from the day the school receives a request for access;
- An explanation and interpretation of records;
- Copies of records and names of people who have seen the records;
- Give or withhold consent to other people seeing their child’s records except to the extent that The Family Educational Rights and Privacy Act (1993) (FERPA) authorizes disclosure without consent;
- Request destruction of records which are no longer needed;
- Request that information be amended that is inaccurate, misleading or violates privacy or rights;
- File a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA (1993) and Health Insurance Portability and Accountability Act HIPAA(1996);
- Review only records pertaining to their child.

No one else, other than authorized school personnel, may review the student’s records without a Release of Information form signed by the parent or guardian, unless as authorized by FERPA. Please see the FERPA Guidelines as provided as part of your yearly back-to-school packet.

What about photographs?
St. Coletta School uses student photos for instructional and classroom purposes throughout the school year. In addition, sometimes pictures are needed for school publicity purposes (including social media platforms or other community outreach purposes).
Student photos will not be released publicly without permission from the parent/guardian. A photographic release form is provided for this purpose.

Please be advised that parents desire to take pictures/videos during special holiday or other performances. Additionally, students take a class photo each school year on our scheduled Picture Day. If you do not want your child’s photograph or video taken in either circumstance, let your teacher know that you do not want your child to participate. It is reasonable to expect that parents/guardians want pictures/videos of their children performing in special activities and many students/families enjoy receiving annual class photos.

What is the school’s policy on cell phones and electronic devices?
The use of cell phones and electronic devices are not allowed in the classroom. If you need to contact your child, please call the main office and they will be notified. Students who participate in our independent work and travel program as indicated on their IEP or appropriate permission forms will sign out school provided phones. If a student continuously disregards school policy on personal cell phone and electronic device use, the school will require that the device is placed in a secure location during the day to be returned to the student at the end of the day. The parent/guardian will be notified. A meeting will be scheduled with the parent/guardian, teacher and school administrator as necessary. The school is not responsible for any electronic devices students bring to school.
Can I learn about the qualifications of my child's teacher?
A parent/guardian may inquire about the qualifications of their child's teacher at any time. All inquiries may be directed to either Dave Knight/Assistant Principal or Jessica Sitcovsky/Assistant Principal.

How will the school inform the parents about the State Education Agency Complaint Resolution Policy?
St. Coletta will send a copy of the District of Columbia State Education Agency to families yearly as part of the Back-to-School packet. Families may also use the school's board as one avenue for conflict resolution if an issue cannot be resolved between the family and school-based leadership. Contact information for the school's board can be found in the “People of St. Coletta” portion of this handbook.

Is there a dress code?
St. Coletta students are not required to wear uniforms. Clothing should be safe, comfortable and not restrictive to learning activities. Open-toed shoes, high heels, and heavy work/hiking boots are not permitted. Clothing should be free of loose strings around the neck or other items that could cause injury during active play; this includes, but is not limited to, heavy chains (worn as necklaces, belts, or hanging from belt loops). Short skirts and dresses should be an appropriate length and blouses must have no less than a two inch strap. In the event your child needs a change of clothing, it is requested that you send an extra pair of clothing to school (labeled with your student's name), including underwear.

Can my child participate in Special Olympics?
Interested students, 8 years and older, may participate in Special Olympics, a very rewarding and enriching experience. Special Olympics provides opportunities for peer social interaction and exposure to life-long leisure and healthy lifestyles. A separate medical form and permissions are required to be completed, if you want your child to participate. See required forms and explanations within the Back-to-School packet. Students are transported via school bus or van.

CHARITABLE CONTRIBUTIONS
Charitable Contributions are essential to sustain the quality of services at St. Coletta School because tuition and fees cover only a portion of the cost needed to meet the needs of each child in our care. Each year we must raise approximately $500,000 to meet our general operating expenses. Achieving this goal requires the support of foundations, corporations, organizations and hundreds of individuals in the metropolitan area. Contributions allow us to bring special services such as community-based instruction, participation in Special Olympics, adaptive equipment in Assistive Technology, arts programs and field trips to our children and young adults. St Coletta invites and appreciates your support.

More Questions?
Please call 202-350-8680

St. Coletta of Greater Washington admits students and clients of any race, color, religion, nationality, ethnic origin, gender or age to all the rights, privileges, programs and activities generally accorded to or made available to students and clients of St. Coletta. It does not discriminate on the basis of race, color, religion, nationality, ethnic origin, gender, sexual orientation, age or veteran's status in educational programs or in other school-administered activities. St. Coletta does not discriminate on the basis of race, color, religion, nationality, ethnic origin, gender, sexual orientation, age, disability, veteran’s status, or any other factor protected by local, state, or federal law with regard to employment.

______________________________
School employees are required by law to report suspected cases of child abuse or neglect to Child Protective Services or Adult protective Services.

Handbook Revised May 2019
Handbook Available on line at www.stcoletta.org and is subject to revision
Discipline Policy

Bullying and Intimidation Prevention Policy
ACKNOWLEDGEMENT

I acknowledge receipt and responsibility for review of the contents of this 2019-2020 Discipline Policy for the St. Coletta Special Education Public Charter School (Revised 8/2018). Please detach, sign and return this acknowledgement to the school.

Parent/Guardian Signature  Parent/Guardian Name (please print)  Date

Student Name (Print)
ST. COLETTA DISCIPLINE POLICY  
Rev: August 2018

St. Coletta School serves students with significant disabilities, which may include students that present with behavior challenges. All students are managed on an individual basis to determine the level of supports and/or consequences required to address severe behaviors that may disrupt the classroom environment or put themselves and/or others at risk of harm. While a majority of behaviors are able to be addressed through the use of positive behavior supports, there are instances when alternate consequences, such as suspension, are deemed necessary.

PROCEDURE

Positive Behavior Supports
It is the philosophy of St. Coletta School to foster productive student behavior. Toward this goal, staff are expected to provide: clear rules for student conduct; collegiality among staff members; a pervasive caring for students; effective instruction; and a focus on providing positive reinforcement and options for students.

Effective methods for responding to disruptive student behavior include:

* Using positive redirection and reinforcement whenever appropriate.
* Developing positive personal relationships with students that indicate high teacher expectations and respect for students.
* Closely monitoring performance and behavior.
* Using brief, non-disruptive interventions.
* Handling conflicts calmly and avoiding engaging in power struggles.
* Clarifying students’ choices so that options are clear and students are responsible for the consequences of their choices.
* Using effective listening skills to help students identify problems and gain insight.

When students exhibit serious behavioral difficulties such as aggression, self-injury, significant property destruction and elopement (running away), a Functional Behavior Assessment (FBA) and Positive Behavior Support Plan (PBSP) may need to be developed. The development process should include the multidisciplinary team involved with the student and the following six steps:

* Attempt to determine the function(s) of the behavior through an FBA;
* Focus on one or two specific student behaviors that need to change in order for the student to have a successful school experience;
* Determine specific interventions to bring about these changes;
* Assign responsibility to staff for implementing each intervention;
* Determine the data to be collected to test the effectiveness of the intervention; and,
* Review the program at a minimum annually, or as determined by the IEP team.

Copies of the FBA and BIP are discussed with and given to parents/guardians and affected staff. A copy is placed in the student’s record.

St. Coletta staff members are trained in the Mandt System. All staff receive training in the Relational Section (Building Healthy Relationships, Communication, and Conflict Resolution). Depending on the specific needs of the school program, selected staff members receive training in the Conceptual and Technical Sections (Medical Risks of Restraint, Assisting and Supporting, Separating and Restraining.) Only staff members trained in the Conceptual and Technical level are allowed to intervene using this system. The Mandt System teaches a graded system of interventions, beginning with non-physical options and gradually moving towards physical options. Physical intervention is used only as a matter of last resort when someone is in danger to themselves or others and the attempted non-physical interventions have not been successful. Parents must be notified if a restraint is utilized and a behavior plan must be developed.
There are Quiet Rooms at St. Coletta that are available for students to use if they need to calm themselves. These rooms are unlocked and students are never left alone. Use of the Quiet Room requires that an administrator be notified, an incident report be written and the parent notified and provided a copy of the incident report. St. Coletta policy prohibits the use of mechanical and chemical restraints.

The St. Coletta School Behavior Management Plan strictly prohibits:

- Deprivation of drinking water or food necessary to meet daily nutritional needs.
- Denial of the use of toilet facilities.
- Any action humiliating, degrading or abusive.
- Deprivation of health care including counseling.
- Intrusive aversive therapy.
- Use of mechanical restraints, chemical restraints, or seclusion.

Corporal punishment will never be administered by any staff person. If abuse or neglect is suspected, the school will contact Child Protective Services (CPS). Before CPS comes, a parent/guardian must be notified. If the parent/guardian objects, the child will not be interviewed. This does not apply if the parent/guardian is the suspect. In such a case, CPS may interview the child without consent from the parent or guardian.

**Student Suspension/Disciplinary Unenrollment/Emergency Removal**

While St. Coletta School is dedicated to serving students with challenging behaviors by providing intensive behavior supports, there may be incidents where suspension is deemed necessary. All cases are determined on a student by student basis and take into consideration their specific circumstances such as cognitive skill level and social awareness. In some situations suspension/disciplinary unenrollment is deemed necessary if the safety of others or the student involved is put at risk. Dependent on the seriousness of the offense and/or danger to others, outside authorities may also be contacted and the Public Charter School Board notified.

St. Coletta School employs the following levels of suspension:

**Level I:**

*In School Disciplinary Action:* disciplinary actions to include exclusion from school common areas and required participation in conflict resolution or peer mediation sessions, or similar actions of short duration that do not result in the student’s loss of academic instruction time.

**OR**

*In-House suspension:* When a student continues to attend school with provisions made to their program that includes 1:1 supervision and suspension of all community outings. Instruction and related services will be conducted in a designated environment separate from the student’s classroom.

**Level II:**

*Short Term Out of school suspension:* When a student is to remain home for the duration of the suspension to exceed no more than 5 school days.

**Level III:**

*Long Term Suspension/Disciplinary Unenrollment/Emergency Removal:* When a student is suspended out of school for a minimum of 5 days and up to, or extending beyond, 10 school days, for students in grades 9 through 12 only.

This level of suspension is reported to appropriate school jurisdictions and, if the suspension is beyond 10 days or a disciplinary unenrollment has been recommended, a manifestation determination meeting must be scheduled to determine the relationship of the behavior to the disability of the student, update or create behavior plans/functional behavior assessments and
possibly determine an alternate placement.

**Behaviors Resulting in Suspension include but are not limited to:**

**Level I:**
* Fighting
* Stealing
* Smoking
* Intentionally destroying school property
* Threatening others with bodily harm
* Running away from staff in the community

**Level II:**
* Drugs on premises
* Alcohol on premises
* Possession of a dangerous object
* Causing bodily harm to others

**Level III:**
* Possession of weapons
* Significant aggressive/destructive behavior posing an immediate threat of severe injury to others and/or self

In accordance with the Student Fair Access to School Amendment Act of 2018, no student in grades kindergarten through 5 shall be subject to an out-of-school suspension or disciplinary unenrollment, unless a school administrator determines that the student has willfully caused, attempted to cause, or threatened to cause bodily injury or emotional distress, to another person.

**Notification of Suspension:**
Once an infraction has been reported, the student(s) will meet with a school administrator to discuss their side of the incident. Incident reports will be written and submitted to the school administrator by witnesses of the incident.

In the event of a suspension/disciplinary unenrollment recommendation, parents/guardians will be informed immediately via telephone call (see also **Long Term Suspension Due Process Procedures** below). If parents/guardians are unable to be contacted, the student will be sent home with a letter of suspension/disciplinary unenrollment to be signed with a request that the letter be signed and returned. Parents/guardians and/or students, if they are 18 and their own guardian, will also be notified via certified mail and phone of this decision (preferably immediately as noted above), but no later than within 24 hours of the suspension/disciplinary unenrollment. In the case of a short term suspension, parents/guardians or students who are their own guardians will be extended the opportunity to meet with school administrators and can request to appeal the short-term suspension decision. This appeal will be reviewed by the school’s discipline committee.

**Long Term Suspension Due Process Procedure**
If a suspension equaling more than ten consecutive or cumulative days over the school year occurs, or an disciplinary unenrollment is recommended, then, according to the **Individuals with Disabilities Improvement Act (IDEIA)**, a Manifest Determination and placement review IEP meeting must be held. In addition, all disciplinary unenrollment recommendations must be made by the Principal or in their absence, appropriate designee (Assistant Principal) and communicated as required to the St. Coletta Public Charter School Board. A Manifest Determination Meeting, per DCPS and other jurisdictional regulations, will be scheduled within ten days. Further steps taken will be determined by the IEP team at the Manifestation Determination meeting. Parents and/or students also have the right to have an advocate or attorney present at any Disciplinary Unenrollment/Emergency Removal hearing or meeting.
The St. Coletta Public Charter School Board reviews all suspensions at each board meeting and can make recommendations regarding policy. Suspensions extending beyond 5 school days and disciplinary unenrollments are also required to be reported to the DC Public Charter School Board. Parents and/or students have the right to appeal any decision to the school’s discipline committee or the St. Coletta Public Charter School Board. Disciplinary Unenrollment/Emergency Removal recommendations will be reported immediately to the St. Coletta Special Education Public Charter School Board chairperson and the CEO of St. Coletta of Greater Washington.
BULLYING AND INTIMIDATION PREVENTION POLICY  Rev: 04/2017

Philosophy

St. Coletta of Greater Washington is committed to ensure the safety of all students by encouraging a school climate where everyone is free to learn. Students who are bullied and those who bully others are at a significant risk of health, safety and educational risks.

Policy

It is the policy of St. Coletta of Greater Washington to prohibit bullying, harassment or intimidation of any person on school property, school-sponsored functions, while in transit to school or school-sponsored functions, or by the use of electronic technology. Using electronic technology to bully includes any incident that occurs on school property with school technology, or that otherwise adversely affect a student’s ability to participate or benefit from the school’s educational programs or activities. It is also the policy to prohibit reprisal or retaliation against anyone who reports reliable information about acts of bullying, harassment, or intimidation or who are victims.

As used in this policy, “bullying” means any severe, pervasive, or persistent act or conduct whether physical, electronic, or verbal that:

1. May be based on youth’s actual or perceived race, color, ethnicity, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, intellectual ability, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of intrastate offense, place or residence of business, or any other distinguishing characteristic, or on a youth’s association with a person, or group with any person, with one or more of the actual or perceived foregoing characteristics; and

2. Can reasonably be predicted to:
   a. Place the youth in reasonable fear of physical harm to his person or property;
   b. Cause a substantial detrimental effect on the youth’s physical or mental health;
   c. Substantially interfere with the youth’s academic performance or attendance; or,
   d. Substantially interfere with the youth’s ability to participate in or benefit from the services, activities, or privileges provided by an agency, educational institution, or grantee.

“Electronic communication” means a communication transmitted by means of an electronic device, including but not limited to a telephone, cellular phone, computer, or pager.
"Harassment" means perceived or actual experiences of discomfort with identity issues in regard to race, color, national origin, gender, disability, sexual orientation, religion, or other identifying characteristics by a student which adversely affects that student's ability to participate in or benefit from the school's educational programs or activities.

"Intimidation" means subjecting a student to intentional action that seriously threatens and induces a sense of fear and/or inferiority which adversely affects that student's ability to participate in or benefit from the school's educational program or activities.

"Retaliation" means an act of reprisal or getting back at a person for an act he/she has committed.

**Procedure**

This policy will be made available within the front office. Additionally, it will be distributed to staff and students annually and students and staff will be reminded that these policies extend to school sponsored functions.

**Code of Conduct**

St. Coletta School serves students with significant disabilities, which may include students that present with behavior challenges. All students are managed on an individual basis to determine the level of supports and/or consequences required to address severe behaviors that may disrupt the classroom environment or put themselves and/or others at risk of harm.

**Prevention**

All school staff will participate in annual professional development to increase awareness of the prevalence, causes, and consequences of bullying and to increase the use of evidence-based strategies for preventing bullying, as well as the procedure for reporting incidences of bullying. Additional professional development may be provided for new employees who are hired after the start of the school year.

Students will participate in learning about their rights to an environment free from bullying and the appropriate responses.

All school staff will promote student involvement in the anti-bullying efforts, peer support, mutual respect, and a culture which encourages students to report incidents of bullying to adults.

**Procedure for Reporting Acts of Bullying, Harassment or Intimidation**

1. Students, staff, parents, and guardians may report any incident of bullying, harassment, or intimidation to Assistant Principals, Jessica Sitcovsky
(jessica.sitcovsky@stcoletta.org) or Dave Knight (dknight@stcoletta.org), or Lead Social Worker, Jessica Drake (jessica.drake@stcoletta.org) at 1901 Independence Ave SE, Washington, DC 20003 or at (202)350-8680.

2. Incidences of bullying may be reported anonymously; however, disciplinary action cannot be taken solely on the basis of the anonymous report. The anonymous report may trigger an investigation that will provide actionable information.

3. An employee or youth who promptly and in good faith reports an incident of, or information on, bullying in compliance with the policy of the agency, educational institution, or grantee shall be immune from a cause of action for damages arising from the report.

4. If a student complains that he/she is currently the victim of bullying, harassment, or intimidation, the staff member will respond quickly and appropriately to investigate and intervene, as safety permits.

5. If a student expresses a desire to discuss an incident of bullying, harassment, or intimidation with a staff member, the staff member will make an effort to provide the student with a practical, safe, private, and age-appropriate way of doing so.

Procedures for Investigation

1. All reports of bullying will be documented using the Incident Report Form. They must then be promptly and appropriately investigated by school administrators or the administrative designee, consistent with due process rights, using the Incident Report Form within 2 school days after receipt of a reporting form or as timely as possible for school administration.

2. School administrators or the administrative designee will determine whether bullying, harassment, or intimidation actually occurred by taking steps to verify who committed the act of bullying, harassment, or intimidation and whether others played a role in perpetuating this act. Other related complaints, if any, will be reviewed in making this determination.

3. Efforts will be made to ensure the safety of the alleged victim of the reported bullying incident. For instance, administrators may alter the bully's seating or schedule to reduce access to the alleged victim.

4. School administrators or the administrative designee will immediately notify parents of the victim and offender of the incident.

5. School administrators or the administrative designee will apply consequences and/or remedial actions consistent with the school’s discipline policy. St. Coletta School is dedicated to serving students with challenging behaviors by providing
intensive behavior supports; however, there may be incidents where further
disciplinary action is necessary. All cases are determined on a student by student
basis and take into consideration their specific circumstances such as cognitive
skill level and social awareness. Possible consequences include: in-school
disciplinary action, in-house suspension, short term out-of-school suspension, or
long-term suspension or expulsion. Please see the discipline policy for a further
description of each consequence. The offender will be informed that retaliation
against a victim or bystander is strictly prohibited and that progressive
consequences will occur if the activity continues. These consequences may
include in-school disciplinary action, in-house suspension, short term out-of-
school suspension, or long-term suspension or expulsion.

6. Additionally, bullies and victims of bullying may be referred to appropriate support
services, such as counseling.

7. The administrator/designee will create a written record of the bullying,
harassment, or intimidation incident and any disciplinary actions taken, as well as
obtain the statements of the victim, witnesses, and offender. Discussions with all
parties should be documented as soon as possible after the event.

8. If parties are dissatisfied with the outcome of a bullying investigation, an appeal
may be made in writing to Christie Mandeville, Principal
(cmandeville@stcoletta.org) at 1901 Independence Ave SE, Washington, DC
20003, (202)350-8680. This appeal must be submitted no later than 30 days after
the initial determination. Upon receipt of an appeal, the Principal must conduct a
secondary investigation within 30 days of the receipt of the appeal. This 30 days
may be extended up to an additional 15 days if the Principal sets forth in writing
the reasons why more time is needed to conduct an investigation. Additionally,
upon the receipt of an appeal, the Principal must inform the party making the
submission of their ability to seek additional redress under the DC Human Rights
Act (ohr@dc.gov) at 441 4th Street NW, Suite 570 North, Washington, DC
20001, (202)727-4559.

Resources:

Board of Education of Montgomery County. Montgomery County Public Schools.
Special Education and Student Services. Policy-Bullying, Harassment, or Intimidation.


District of Columbia. District-wide Model Bullying Prevention Policy.
Free and Reduced Lunch
INSTRUCTIONS FOR APPLYING

A HOUSEHOLD MEMBER IS ANY CHILD OR ADULT LIVING WITH YOU.

IF YOUR HOUSEHOLD RECEIVES BENEFITS FROM SUPPLEMENTAL NUTRITION ASSISTANCE PROGRAM (SNAP), TEMPORARY ASSISTANCE FOR NEEDY FAMILIES, OR THE FOOD DISTRIBUTION PROGRAM ON INDIAN RESERVATIONS (FDPIR), FOLLOW THESE INSTRUCTIONS:

Part 1: List all household members and the name of school for each child.
Part 2: List the case number for any household member (including adults) receiving SNAP, TANF or FDPIR benefits.
Part 3: Skip this part.
Part 4: Skip this part.
Part 5: Sign the form. The last four digits of a Social Security Number are not necessary.
Part 6: Answer this question if you choose to.

IF NO ONE IN YOUR HOUSEHOLD GETS STATE SUPPLEMENTAL NUTRITION ASSISTANCE PROGRAM (SNAP), OR TEMPORARY ASSISTANCE FOR NEEDY FAMILIES (TANF) BENEFITS AND IF ANY CHILD IN YOUR HOUSEHOLD IS HOMELESS, A MIGRANT OR RUNAWAY, FOLLOW THESE INSTRUCTIONS:

Part 1: List all household members and the name of school for each child.
Part 2: Skip this part.
Part 3: If any child you are applying for is homeless, migrant, or a runaway check the appropriate box and call your child’s school.
Part 4: Complete only if a child in your household isn’t eligible under Part 3. See instructions for All Other Households.
Part 5: Sign the form. The last four digits of a Social Security Number are not necessary if you didn’t need to fill in Part 4.
Part 6: Answer this question if you choose to.

IF YOU ARE APPLYING FOR A FOSTER CHILD, FOLLOW THESE INSTRUCTIONS:

If all children in the household are foster children:
Part 1: List all foster children and the school name for each child. Check the box indicating the child is a foster child.
Part 2: Skip this part.
Part 3: Skip this part.
Part 4: Skip this part.
Part 5: Sign the form. The last four digits of a Social Security Number are not necessary.
Part 6: Answer this question if you choose to.

If some of the children in the household are foster children:
Part 1: List all household members and the name of school for each child. For any person, including children, with no income, you must check the “No Income” box. Check the box if the child is a foster child.
Part 2: If the household does not have a case number, skip this part.
Part 3: If any child you are applying for is homeless, migrant, or a runaway check the appropriate box and call your child’s school. If not, skip this part.
Part 4: Follow these instructions to report total household income from this month or last month.

- **Box 1—Name:** List all household members with income.
- **Box 2—Gross Income and How Often It Was Received:** For each household member, list each type of income received for the month. You must tell us how often the money is received—weekly, every other week, twice a month or monthly. For earnings, be sure to list the gross income, not the take-home pay. Gross income is the amount earned before taxes and other deductions. You should be able to find it on your pay stub or your boss can tell you.
- For other income, list the amount each person got for the month from welfare, child support, alimony, pensions, retirement, Social Security, Supplemental Security Income (SSI), Veteran's benefits (VA benefits), and disability benefits.
- **Under All Other Income:** List worker's compensation, unemployment or strike benefits, regular contributions from people who do not live in your household, and any other income. Do not include Income from SNAP, FSPIR, WIC, Federal education benefits and foster payments received by the family from the placing agency. For ONLY the self-employed, under Earnings from Work, report income after expenses. This is for your business, farm, or rental property. If you are in the Military Privatized Housing Initiative or get combat pay, do not include these allowances as income.

Part 5: Adult household member must sign the form and list the last four digits of their Social Security Number (or mark the box if s/he doesn’t have one).

Part 6: Answer this question, if you choose.

**ALL OTHER HOUSEHOLD, INCLUDING WIC HOUSEHOLDS, FOLLOW THESE INSTRUCTIONS:**

Part 1: List all household members and the name of school for each child. For any person, including children, with no income, you must check the “No Income” box.
Part 2: If the household does not have a case number, skip this part.
Part 3: If any child you are applying for is homeless, migrant, or a runaway check the appropriate box and call your child's school. If not, skip this part.
Part 4: Follow these instructions to report total household income from this month or last month.

- **Box 1—Name:** List all household members with income.
- **Box 2—Gross Income and How Often It Was Received:** For each household member, list each type of income received for the month. You must tell us how often the money is received—weekly, every other week, twice a month or monthly. For earnings, be sure to list the gross income, not the take-home pay. Gross income is the amount earned before taxes and other deductions. You should be able to find it on your pay stub or your boss can tell you.
- For other income, list the amount each person got for the month from welfare, child support, alimony, pensions, retirement, Social Security, Supplemental Security Income (SSI), Veteran's benefits (VA benefits), and disability benefits. **Under All Other Income:** List worker's compensation, unemployment or strike benefits, regular contributions from people who do not live in your household, and any other income. Do not include Income from SNAP, FSPIR, WIC, Federal education benefits and foster payments received by the family from the placing agency. For ONLY the self-employed, under Earnings from Work, report income after expenses. This is for your business, farm, or rental property. Do not include Income from SNAP, FSPIR, WIC or Federal education benefits. If you are in the Military Privatized Housing Initiative or get combat pay, do not include these allowances as income.

Part 5: Adult household member must sign the form and list the last four digits of their Social Security Number (or mark the box if s/he doesn’t have one).
Part 6: Answer, this question if you choose.
FREE AND REDUCED PRICE SCHOOL MEALS FAMILY APPLICATION

PART 1. ALL HOUSEHOLD MEMBERS

<table>
<thead>
<tr>
<th>Names of all household members (First, Middle Initial, Last)</th>
<th>Name of school for each child/or indicate &quot;NA&quot; if child is not in school</th>
<th>Check if a foster child (legal responsibility of welfare agency or court) * If all children listed below are foster children, skip to Part 5 to sign this form.</th>
<th>Check if NO Income</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

PART 2. BENEFITS

IF ANY MEMBER OF YOUR HOUSEHOLD RECEIVES [SNAP], [FDPIR] OR [TANF Cash Assistance], PROVIDE THE NAME AND CASE NUMBER FOR THE PERSON WHO RECEIVES BENEFITS AND SKIP TO PART 5. IF NO ONE RECEIVES THESE BENEFITS, SKIP TO PART 3.

NAME: ___________________________ CASE NUMBER: ___________________________

PART 3. IF ANY CHILD YOU ARE APPLYING FOR IS HOMELESS, MIGRANT, OR A RUNAWAY CHECK THE APPROPRIATE BOX AND CALL YOUR CHILD'S SCHOOL.

HOMELESS ☐ MIGRANT ☐ RUNAWAY ☐

PART 4. TOTAL HOUSEHOLD GROSS INCOME. You must tell us how much and how often.

<table>
<thead>
<tr>
<th>1. NAME (List only household members with income)</th>
<th>2. GROSS INCOME AND HOW OFTEN IT WAS RECEIVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Example) Jane Smith</td>
<td>Earnings From Work before deductions</td>
</tr>
<tr>
<td></td>
<td>Welfare, child support, alimony</td>
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<td></td>
<td>Pensions, retirement, Social Security, SSI, VA benefits</td>
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<tr>
<td></td>
<td>All Other Income</td>
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<tr>
<td></td>
<td>$199.99/weekly</td>
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<tr>
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<td>$149.99/every week</td>
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<td></td>
<td>$99.99/monthly</td>
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<tr>
<td></td>
<td>$50.00/monthly</td>
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<td>$0.00/weekly</td>
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</tbody>
</table>

Free and Reduced Price School Meals Application
Application
Page 1 of 3
**PART 5. SIGNATURE AND LAST FOUR DIGITS OF SOCIAL SECURITY NUMBER (ADULT MUST SIGN)**

An adult household member must sign the application. If Part 4 is completed, the adult signing the form also must list the last four digits of his or her Social Security Number or mark the "I do not have a Social Security Number" box. (See Statement on the back of this page.)

I certify (promise) that all information on this application is true and that all income is reported. I understand that the school will get Federal funds based on the information I give. I understand that school officials may verify (check) the information. I understand that if I purposely give false information, my children may lose meal benefits, and I may be prosecuted.

Sign Here: ___________________________ Print Name: ___________________________

Date: ________________

Address: ___________________________ Phone Number: ________________________

City: ___________________________ State: ___________________________ Zip Code: ______

Last four digits of Social Security Number: ** ** ** ____________ □ I do not have a Social Security Number

**PART 6. CHILDREN’S ETHNIC AND RACIAL IDENTITIES (OPTIONAL)**

<table>
<thead>
<tr>
<th>Choose one ethnicity:</th>
<th>Choose one or more (regardless of ethnicity):</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Hispanic/Latino</td>
<td>☐ Asian</td>
</tr>
<tr>
<td>☐ Not Hispanic/Latino</td>
<td>☐ American Indian or Alaska Native</td>
</tr>
<tr>
<td></td>
<td>☐ Black or African American</td>
</tr>
<tr>
<td></td>
<td>☐ White</td>
</tr>
<tr>
<td></td>
<td>☐ Native Hawaiian or other Pacific Islander</td>
</tr>
</tbody>
</table>

**DO NOT FILL OUT THIS PART. THIS IS FOR SCHOOL USE ONLY.**

Annual Income Conversion: Weekly x 52, Every 2 Weeks x 26, Twice A Month x 24 Monthly x 12

Total Income: _______ Per: ☐ Week, ☐ Every 2 Weeks, ☐ Twice A Month, ☐ Month, ☐ Year; Household size: _______

Categorical Eligibility: ☐

Eligibility: Free ☐ Reduced ☐ Denied ☐

Determining Official’s Signature: ___________________________ Date: ____________

Confirming Official’s Signature: ___________________________ Date: ____________

Verifying Official’s Signature: ___________________________ Date: ____________

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Free and Reduced Price School Meals Application
Notice of Direct Certification
Page 1 of 1
Your children may qualify for free or reduced price meals if your household income falls at or below the limits found at this website: [http://www.fns.usda.gov/cnd/governance/nutips/regs/RPIreg.pdf](http://www.fns.usda.gov/cnd/governance/nutips/regs/RPIreg.pdf)

The Richard B. Russell National School Lunch Act requires the information on this application. You do not have to give the information, but if you do not, we cannot approve your child for free or reduced price meals. You must include the last four digits of the social security number of the adult household member who signs the application. The last four digits of the social security number is not required when you apply on behalf of a foster child or you list a Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF) Program or Food Distribution Program on Indian Reservations (FDPIR) case number or other FDPIR identifier for your child or when you indicate that the adult household member signing the application does not have a social security number. We will use your information to determine if your child is eligible for free or reduced price meals, and for administration and enforcement of the lunch and breakfast programs. We MAY share your eligibility information with education, health, and nutrition programs to help them evaluate, fund, or determine benefits for their programs, auditors for program reviews, and law enforcement officials to help them look into violations of program rules.

Non-discrimination Statement: This explains what to do if you believe you have been treated unfairly. “In accordance with Federal Law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write USDA, Director, Office of Adjudication, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call toll free (866) 632-9992 (Voice). Individuals who are hearing impaired or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish). USDA is an equal opportunity provider and employer.”