



## *Pre-K to Graduation: A Policy Guide For Families*

Attendance

Discipline

Grading and Promotion

Graduation



DISTRICT OF COLUMBIA  
PUBLIC SCHOOLS

**WE ARE** GOVERNMENT OF THE  
**WASHINGTON** DISTRICT OF COLUMBIA  
**DC** MURIEL BOWSER, MAYOR

Welcome to School Year 2018-2019! At DC Public Schools (DCPS), we are committed to ensuring that every school guarantees students reach their full potential through rigorous and joyful learning experiences provided in a nurturing environment. This policy guide aims to provide clear and transparent information to our students and families to ensure that every child is set up for success. This document provides answers to frequently asked questions regarding DCPS' updated policies on **attendance, discipline, grading, promotion, and graduation** for School Year 2018-2019. These policies are informed by feedback from you—our students and families—as well as from school staff, community members, and education experts across our city.

- It is critical that students attend school each and every day to engage in rigorous and joyful learning experiences. The first section of this guide provides an overview of requirements of our **attendance policy**.
- We all need to work together to create school environments that feel safe and support student learning. The second section of this guide outlines key information for parents and students about our **discipline requirements**.
- As students learn new content, feedback is critical from their educators. The ways in which we will keep you and your child informed of their progress is outlined in our **grading policy**.
- As students master content and move to the next grade level, our **promotion policy** helps to ensure that decisions related to promotion and retention, when needed, are equitable.
- Finally, all DCPS graduates must understand the path to graduation and receive the supports that they need to be successful. The last section of this guide provides an overview of the DCPS **graduation policy**. This overview is designed to ensure graduation requirements are clear, so that students and families understand the path to graduation.

This is not a complete list of all DCPS policies; please reach out to your child's school with any questions. We know that at every school, our students work incredibly hard every day to tackle the challenging coursework provided by our educators – and we cannot wait to see how our students grow this school year.

We look forward to a wonderful school year!



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## Attendance

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### Overview

At DCPS, we want every student to feel loved, challenged, and prepared to positively influence society and thrive in life. To get there, every class and every day counts. Strong attendance is critical for success in academics and in life. At every DCPS school, attendance is taken for every student, every day. It is important that:

- Students arrive on time to school and to class.
- Students bring materials to class.
- If absent, students and families bring a note explaining the absence to the school and ask for make-up assignments.

Reach out to your child’s teacher or school staff for help if there are challenges that are preventing your child from coming to school (*e.g.*, safety, or lack of transportation).

### My child missed school. Which types of absences are considered “excused” and how do I notify the school?

Any absence, including an absence from any portion of the school day, without a valid excuse is marked as an unexcused absence. The following absences may be classified as an **excused absence**:

- Illness of the student (a doctor’s note is required for a student absent five or more days in a term);
- Illness of a child for parenting students (a doctor’s note for the student’s child is required when the student is absent five or more days in a term);
- Medical or dental appointments for the student;
- Death in the student’s immediate family;
- Exclusion by direction of the authorities of the District of Columbia, due to quarantine, contagious disease, infection, infestation, or other condition requiring separation from other students for medical or health reasons;
- Necessity for a student to attend a judicial proceeding, or court-ordered activity, as a party to the action or under subpoena;
- Observance of a religious holiday;
- Religious event celebration outside of a religious holiday (up to five cumulative days);
- Absences to allow students to visit their parent who is in the military, immediately before, during, or after deployment;
- College visits for students in 9th- 12th grades (up to three cumulative days);
- School visits for students in K through 8th grades (one day);
- Absences of expectant or parenting students for a time period specified by their doctor and any accommodations mandated by law;
- Take Our Daughters & Sons to Work Day; and
- An emergency or other circumstance approved by DCPS.



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A **written note must be provided to the school by the student's parent within five (5) school days** after the student's return to school for an absence to be excused. Upon receipt of appropriate documentation within five (5) school days, school staff must update absences as excused.

The student's parent/guardian may write their own note or fill in the DCPS template excuse note form, which is provided at the end of this document. The explanation must include:

- The student's name
- Parent/guardian's name
- Parent/guardian's contact information
- Date of the excuse note
- Date(s) of the absence
- Reason for student's absence

If a student is absent:

- For a total of up to **four (4) cumulative days in each term**, a parent's written excuse is sufficient for explaining the absence. Such absence will be excused if it falls under one of the excused absence reasons noted above;
- For **five (5) or more cumulative days per term**, further documentation is required to excuse the absence. Written explanation of the student's absence, or the student's child's absence, must be submitted by a doctor or staff of a relevant agency, on official doctor's office/agency letterhead and signed by a relevant official. Note:
  - Medical or dental absences must be submitted on official doctor/dentist office stationery or form; and
  - Student's required presence at judicial proceedings must be documented by a document from the court stating the need for the student's presence on all the relevant dates.
  - Funeral programs may be accepted as appropriate documentation to excuse absences due to a death in the student's immediate family.

### My child will be out of the school building for a DCPS-sponsored activity or athletic event. Is that considered excused?

Yes. Students participating in DCPS-sponsored events, field trips, or study abroad travel during the regular school day are considered present. Students participating in DCPS-sponsored athletic events during regular school class hours are considered present. It is important to note that to participate in any athletic tryout, practice, game or match, a student must be present in school on the day of that event, unless the student has an excused absence.

### My child has a non-DCPS educational event on a school day. Is that considered excused?

Generally, absences not listed above, including extended travel, are considered unexcused. 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. The principal will consult with their Instructional Superintendent before determining whether to grant the excused absence request.



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## What happens if my child has multiple unexcused absences?

School-aged students (see definition below) who have multiple **unexcused absences** within a school year will receive the following notifications from DCPS, the school and/or the student's teacher.

- **1 Day of Unexcused Absence:** Parents will be contacted when a student has one day of unexcused absence.
- **3 Days of Unexcused Absences:** Parents will receive an Unexcused Absence Letter.
- **5 Days of Unexcused Absences:** Parents will receive an Unexcused Absence Letter. In addition, if the five unexcused absences have occurred within one term, the student will be referred to school staff who support attendance interventions, the Attendance Student Support Team.
- **7 Days of Unexcused Absences:** Parents will receive a Metropolitan Police Department Warning Letter.
- **10 Unexcused Absences (Student is considered chronically truant):**
  - For students aged 5-13, DCPS will contact Child Family Services (CFSA).
  - For students aged 14 and over, DCPS will refer the student for follow-up Attendance Student Support Team interventions.
  - See Grading and Promotion section for warning policies related to coursework and attendance.
- **15 Unexcused Absences:**
  - For students aged 14-17, DCPS will refer the student to Court Social Services Division.
  - See Grading and Promotion section for warning policies related to coursework and attendance.
- **20 Consecutive Unexcused Absences:** The student is eligible for withdrawal (see next question regarding eligibility for withdrawal).
- **More than 30 Unexcused Absences:** Secondary students may receive a failing grade. (See Grading and Promotion section for related information regarding course failure due to absence for secondary students.)

*\*Note: All children who reach five (5) years of age on or before September 30th of the current school year are considered school-aged and must attend school on time every day until they meet high school graduation requirements or reach their 18th birthday.*

## What will occur if my child misses more than 20 days consecutively?

If a student registered in school is absent 20 days in a row without an excuse, they may be withdrawn due to non-attendance. This applies to all students in Pre-K through 12th grade regardless of whether they are in-boundary or out-of-boundary. Students can always return to their neighborhood school to re-enroll but are subject to the waitlist if they are attempting to re-enroll in an out-of-boundary school.

## What is the potential impact of unexcused absences on my child's grades and promotion to the next grade?

Please see the Grading and Promotion section.



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## My child is in Pre-K and is not of compulsory school age. What is important to know about attendance?

All children who reach five (5) years of age on or before September 30th of the current school year are considered school-aged and must attend school on time every day until they meet high school graduation requirements or reach their 18th birthday. Although PK3 and PK4 are non-compulsory grades, DCPS strongly believes that regular attendance is critical for students of all ages from PK3 – 12th grade. Pre-K students are subject to the same requirements regarding excused and unexcused absences.

- **1 Day of Unexcused Absence:** Parents will be contacted when a student has one day of unexcused absence.
- **3 Days of Unexcused Absences:** Parents will receive an Unexcused Absence Letter.
- **5 Days of Unexcused Absences:** Parents will receive an Unexcused Absence Letter. In addition, if the five unexcused absences have occurred within one term, the student will be referred to school staff who support attendance interventions, the Attendance Student Support Team. In addition, a referral may also be made to the Early Childhood Education Family Service Team.
- **20 Consecutive Unexcused Absences:** If a registered student is absent 20 days in a row without an excuse, they may be withdrawn due to non-attendance and subject to a waitlist to reenroll, even if the student is in-boundary.

## If my child is late to class in grades 6-12, when are they considered tardy?

Arriving to class on time is important. A **secondary** student (grades 6-12) will be marked as tardy if they arrive in class five (5) or more minutes after the official start of the period. Students will be allowed to enter their scheduled course regardless of what time they arrive. Teachers should make every effort to make late arriving students feel welcomed. There is no point in a class period that a tardy will convert to an absence. If a student attends a portion of the class, they will be considered present and tardy. Multiple instances of a student being tardy may not be accumulated to count as an absence. Responses to student tardiness should be appropriate and logical. A student should never receive an out of school suspension due to being tardy.

*Note: There currently is not a universal elementary tardy policy; for more information please reach out to your child's elementary school.*

## Where can I learn more about the attendance policy?

For additional information about DCPS's attendance practices, processes, and policies, please do not hesitate to contact your child's school. You can also find information on DCPS's website at <https://attendance.dc.gov/>.



## Discipline

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### Overview

DCPS strives to create an environment where every student is given the opportunities and supports that they need to thrive. As a part of this commitment, DCPS works to create a learning environment that supports the whole child and ensures that every student has access to joyful and rigorous academic experiences.

### My school notified me that my child was removed from class and suspended due to their behavior. What does that mean?

A student's behavior and its impact on the school environment may necessitate removing the student from their class for a limited amount of time. A suspension is defined as the removal of a student from their regularly-scheduled academic program due to a disciplinary infraction. Students may be assigned to suspension in-school or out-of-school depending on the severity of the behavior. Once a suspension is served, a student can return to school. In addition, schools cannot require parents to attend a pre-return meeting.

#### In-School Suspension

A student may be removed from the classroom or a school activity for an in-school suspension when the student causes a significant disruption to the academic environment, destroys property, or causes harm to themselves or others. In-school suspensions can vary in length from one (1) to five (5) days.

#### Out-of-School Suspensions

Students must receive an out-of-school suspension for engaging in behavior that is illegal, causes significant disruption to the academic environment or school operation, destroys property, or causes substantial harm to themselves or others. Out-of-school suspensions can be from one (1) to five (5) days in grades K – 5, and 1 – 10 days in grades 6 – 12. When serving an out-of-school suspension the student may not:

- Enter the school building or school property, or
- Engage in school sponsored events or extracurricular activities.

For any student serving an out-of-school suspension, school staff will:

- Document the suspension in the official DCPS system of record (Student Behavior Tracker),
- Record the absence (for out-of-school suspension) as excused in Aspen,
- Provide homework and lesson packets for students to complete while on suspension, and
- Ensure the student can make up quizzes, special projects or finals upon return to school.



## Are there limits to the number of days my child can be suspended?

Yes. For the 2018-19 school year, there are restrictions on the number of consecutive and cumulative days that students can receive for an out-of-school suspension in DC schools.

- Students in grades K – 5 cannot receive an out-of-school suspension for a single discipline incident that exceeds five (5) consecutive days.\*
- Students in grades 6 – 12 cannot receive an out-of-school suspension for a single discipline incident that exceeds 10 consecutive days.\*

Students in grades K – 12 cannot receive more than 20 cumulative days of out-of-school suspension, unless the Chancellor provides a written justification to the student and parent describing why exceeding the 20-day limit is a more appropriate disciplinary action than alternative responses; or the student's conduct necessitated an emergency removal, and the Chancellor provides a written justification for the emergency removal to the student and parent.\*

*\*Note: The exception to the above requirements is if a student violates the Gun Free Schools Act. This federal law requires all schools to expel a student, who is determined to have brought a firearm to a school, or to have possessed a firearm at a school, from attending school for a period of not less than one year. The Chancellor can modify the expulsion requirement.*

## What are my child's rights in the suspension process?

Under the law, you and your child have the right to “due process.” This means that you have the right to learn about the reasons for the proposed removal and, in the case of a suspension of 6 days or more, have information related to the reasons for the proposed removal reviewed by an independent third party. Students with qualifying disabilities have additional due process rights, as outlined below.

### Due Process Rights for Students in General Education:

Below are the steps that must be followed for a student to be formally suspended in DCPS. When a student receives a suspension, schools must:

- **Provide Student with an Opportunity to an Administrative Conference:** A principal or their designee must hold a conference with the student before imposing a suspension, except when an emergency situation exists (see below), in which case the conference will be held no more than three (3) school days after the suspension is initiated.
- **Review Incident and Decide on the Appropriate Disciplinary Response.**
- **Document all Information Related to the Suspension.**
- **Send Notification of Proposed Disciplinary Action to Parent/Guardian:** Parents can be contacted by phone to notify them of a proposed suspension. Within 24 hours of any suspension, written notification must be sent by certified mail or hand delivered to a parent or guardian.
- **Create an Educational Plan:** For suspensions of more than two (2) days, students are entitled to an educational plan and work packet that is aligned to the instruction that they will miss during the suspension.
- **Hearings:** A student who has been suspended for six (6) days or more or who has been expelled is entitled to have a disciplinary hearing held by an independent hearing officer.



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### Emergency Condition Suspensions

A student may be removed immediately from their normal instructional day, prior to all aspects of “Due Process” being completed, if they are contributing to an emergency situation in the school. For an emergency removal of a general education student, the school must prove that the student creates a serious threat to the school community. For a student with (or who is being evaluated for) an IEP or a 504 Plan, the student’s behavior must meet at least one of the following criteria:

- The student carries a weapon to school or to a school function;
- The student knowingly possesses or uses illegal drugs or solicits the sale of a controlled substance while at school or at a school function; or
- The student has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction DCPS.

### Due Process Rights for Students with Disabilities who have an Individualized Education Program (IEP) or 504 Plan

DCPS staff, a parent, and relevant members of the child’s IEP Team should review all relevant information in the student’s file, including the child’s IEP, any teacher observations, and any relevant information provided by the parents to determine if the conduct in question was caused by, or had a direct and substantial relationship to, the child’s disability; or if the conduct in question was the direct result of DCPS’ failure to implement the IEP. If a decision is made that there is a deficiency in service, DCPS will take immediate steps to remedy those deficiencies. For more information on procedural safeguards in place for students with disabilities, please see <https://dcps.dc.gov/specialeducation>.

### How do suspensions affect attendance?

Students who are fulfilling in-school suspensions are considered present in school. Out of school suspensions are excused absences; parents do not need to turn in documentation for absences due to out-of-school suspensions.

### I have concerns about my child’s suspension. Where can I find out more information and how can I appeal a suspension for my child?

The policies for DCPS discipline are based on the Student Fair Access to School Act of 2018 and DC Municipal Regulations under Chapter 25. Parents/Guardians have the right to appeal any suspension. During the appeal, the student and/or parent may present evidence and ask witnesses to speak. Appeal requests can be made orally or in writing.

- For suspensions of one (1) – three (3) days for students in grades K – 5, or one (1) – five (5) days for students in grades 6-12, the appeal is heard by the principal and must be made within two (2) days of receiving notification of the suspension.
- For suspensions of four (4) – five (5) days for students in grades K – 5, the appeal is heard by the Instructional Superintendent.
- For suspensions of six (6) – ten (10) days for students in grades 6 – 12, parents are initially entitled to a hearing before an independent hearing officer. If a parent wishes to appeal a suspension that is imposed following a hearing, the appeal is heard by a designee of the Chancellor and must be made by the parent within five (5) days of receiving notification of the final suspension decision.



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In all cases, if a student and/or parent has concerns, they may contact the Office of Integrity which supports all DCPS stakeholders in ensuring a speedy resolution process in promoting fair and equitable practices for students and families. In addition to the above written processes, it is important to note that concerns can be made over the phone to the Office of Integrity. Please reach out to (202) 939-4913 or DCPS.cio@dc.gov for support.



## Grading and Promotion

### Overview

Grades and progress reports are critical ways for educators to provide feedback to students and families on academic progress and for students to understand the steps that they need to take to be successful. DCPS is committed to providing all students and their families with consistent feedback to inform their progress on the path to graduation.

### What does my child need to do in order to be promoted to the next course or grade level?

- **All students** of compulsory age must have **no more than 30 unexcused absences** within the full school year to be promoted to the next grade level.
- **Pre-K:** Students in pre-k measure their academic progress using the GOLD assessment system which measures student growth across the following developmental domains: math, literacy, cognitive, social/emotional, language and physical development. Additional information is available from your child's teacher.
- **Kindergarten through grade 5:** Students in Kindergarten through 5th grade must receive proficient or advanced marks (2, 3, or 4) in core subjects of reading/English language arts, mathematics, science, and social studies. Additional information is available from your child's teacher.
- **Grades 6 through 8:** Students must pass all core classes (English, Math, Science and Social Studies) with a "D" or above.
- **Grades 9 through 11:** Students must meet promotion requirements set forth in DC Municipal Regulations related to credit accumulation required for each grade.

### How will I learn about my child's academic progress?

Parents and students will be informed in writing on a regular basis of the student's progress through mid-term progress reports, report cards, parent conferences, and other notifications. Students with failing grades must be provided support through instructional support planning and referral to the Student Support Team.

Families must be informed no later than 12 school days after the close of the third marking period of a student's progress toward promotion or graduation each school year in writing. If students are at risk of not being promoted or graduating, we will work closely with you to make sure we get your student back on track.

*Parents have access to assignments, graded and ungraded (if Aspen gradebook is used).*

AssignmentName	DataAsgn	DateDue	Score	Assignment feedback
Homework 1	1/22/2018	1/29/2018	80%	18.0 / 20.0 (18)
Participation 1	1/22/2018	1/29/2018	100%	10.0 / 10.0 (10)
Practice & Application 1	1/22/2018	1/29/2018	75%	15.0 / 20.0 (15)
Extra Credit: Participation Term 3 Grade 6	1/22/2018	3/5/2018	Ungraded	
Extra Credit: Term 3 Assessment 6	1/22/2018	3/5/2018	Ungraded	

*Parents have access to detailed information for each assignment.*

Parents of students in grades 6 – 12 can access key information on student grades and attendance through the Parent Portal in Aspen. Additional information is available on <https://dcps.dc.gov/page/parent-portal>.

## Can my child make up missed work?

When a student is absent, it is the responsibility of the teacher to provide students with an opportunity to make up work. Make-up work must be completed in a timely fashion as determined by the student's school. Once a term grade is posted in Aspen, it is final and cannot be increased with additional coursework.

## What is the potential impact of unexcused absences on my child's course passing if they are in grades 6 – 12?

All secondary students will receive marks of A through F to indicate the degree of achievement by a course's standards. Course attendance is critical to learning the material. If a student has **more than 30 unexcused absences** in a course, they will receive an F for the course. If a student accumulates 10 unexcused absences, the school will send a warning letter to the student's family. If the student accumulates 15 unexcused absences, another letter will be sent home. If your student is struggling with daily or course attendance, please reach out to your teacher or school staff for additional information on supports.

## What is the appeals process if I have concerns about my child's grades and/or the decision to retain?

If a parent and/or student has concerns about grades and/or the decision to retain, they can appeal. Appeals can be made in writing and an example appeal form is provided at the end of this guide.

- **Grade Appeals:** A parent or student has the right to seek to amend educational records believed to be inaccurate or misleading. A parent or student can initiate a request for an appeal in any written format. An initial grade appeal in writing should be sent to the school principal within ten (10) school days of receipt of the grade. The principal will review the appeal and issue a decision in writing. A parent or student may appeal the principal's decision by submitting a written appeal to the Instructional Superintendent within five (5) school days of receipt of the principal's decision.
- **Failure Due to Absence Appeals:** A secondary student or parent with concerns regarding failing a course due to more than 30 absences can appeal in writing to the school principal or to a designee of the Chancellor within ten (10) school days of receipt of the failing grade. An Appeals Panel will review the appeal and issue a decision. The student or parent may appeal the decision of the Appeals Panel by writing to the Chancellor within ten (10) school days after the receipt of the decision.
- **Retention Appeals:** A parent or student has the right to appeal a retention decision. A parent or student can initiate a request for an appeal in any written format to the Instructional Superintendent. The Instructional Superintendent will review the appeal and issue a decision in writing.

In all cases, if a student and/or parent has concerns, they may contact the Office of Integrity which supports all DCPS stakeholders in ensuring a speedy resolution process in promoting fair and equitable practices for students and families. In addition to the above written processes, it is important to note that concerns can be made over the phone to the Office of Integrity. Please reach out to (202) 939-4913 for support.



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## High School Graduation

### Overview

DC Public Schools (DCPS) is committed to ensuring that all students are prepared to achieve in college, career, and life. Creating clear standards that all students must meet to graduate and ensuring that all stakeholders are held accountable is a key element of making certain that our students are set up for success. DCPS is committed to:

- Maintaining high expectations for all students and ensuring all graduates feel confident they have earned their diplomas;
- Empowering our students and families on their paths to graduation with the supports they need to be successful; and
- Providing clear and transparent policies with rigorous monitoring systems.

### What are the DCPS graduation requirements?

To receive a DCPS diploma, all students must earn 24.0 credits and complete 100 hours of community service.

Subject	Credits (Carnegie Units)
<b>English</b>	4.0 credits
<b>Mathematics</b> (including Algebra I, Geometry, Algebra II)	4.0 credits
<b>Science</b> (must include three lab sciences)	4.0 credits
<b>Social Studies</b> (must include World History 1 and 2, United States History; United States Government, and District of Columbia History)	4.0 credits
<b>World Language</b>	2.0 credits
<b>Art</b>	0.5 credits
<b>Music</b>	0.5 credits
<b>Health and Physical Education</b>	1.5 credits
<b>Electives</b>	3.5 credits
<b>Total</b>	<b>24.0 credits</b>

- One (1) of the three (3) lab science units shall be a course in Biology.
- At least two (2) of the twenty-four (24) Carnegie Units for graduation must include a College Level or Career Preparatory (CLCP) course, such as an Advanced Placement or career and technical education course. Students and parents should reach out to their school counselor for a full list of offerings at their school.
- All students must enroll in Algebra I no later than tenth (10th) grade.
- Students qualifying for the evening program high school diploma are not required to take the 1.5 credits in Health and Physical Education.
- All students must complete 100 hours of community service to receive a high school diploma.



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### Certificate of IEP Completion

Students with disabilities who have mastered their IEP goals, completed high school coursework, but have not completed the requirements for a Standard High School Diploma can earn a Certificate of IEP Completion. Additional details are available on <https://dcps.dc.gov/specialeducation>.

### What is the expectation for graduation plans?

Each student will have a graduation plan that is reviewed with students and families a minimum of once a year. Students should work in partnership with school staff such as counselors and pathway coordinators to set goals and track progress toward graduation.

### Where can students complete their community service hours?

The 100-hour requirement of community service must be non-paying voluntary service for the benefit of the community and may be completed at a nonprofit organization [501(c)(3)], schools, federal or local agencies, or other organizations. The service cannot be performed during the hours the student is required to be in class. If the activity is performed at a school, the community service must be part of a structured and supervised activity. The service cannot be of a political nature. Students can begin accruing community service hours at the start of 8th grade with approval from the school. Students can accrue a maximum of 25 hours prior to 9th grade.



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Absence Excuse Note

Please excuse my child, \_\_\_\_\_ (NAME)

My child missed school on \_\_\_\_\_ (DATE(S) OF ABSENCE) due to the reason checked below:

Please select the reason why your child missed school (required):

- Student illness/sickness** (for five or more absences per term, a doctor’s note is required)
- Medical/dental appointment** (please provide note from the medical provider)
- Student judicial proceeding** (please provide document from court verifying presence)
- Religious holiday/event** (please list the holiday/event below)
- Death in the family**
- Other** (If you selected “other”, please provide details. Please understand that under DCPS policy, only certain absences may be accepted as excused absences.)

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If a student is absent for five or more cumulative days per term for any reason, additional documentation is required beyond a note from the parent/guardian for the absence to be excused.

Parent Name (Please Print) \_\_\_\_\_

Parent Signature \_\_\_\_\_

Parent Phone Number: \_\_\_\_\_

Today’s Date\*: \_\_\_\_\_

\*Please be aware that DC Law states that excuse notes written by parents/guardians must be turned into school staff within five (5) days following a student’s return from an absence for the absence to be excused.

Note: This is a sample form. Parents may use other written forms for their child’s absence excuse note.

### Appeal Form

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

Student Name: \_\_\_\_\_

Student ID: \_\_\_\_\_

School: \_\_\_\_\_

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

Parent Contact Information: \_\_\_\_\_

**Reason for Appeal:**

- Attendance Records
- Grades or Marks, Including Failure Due to Absence
- Discipline
- Retention or Promotion Decision

Please provide information regarding your appeal.

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*Attach additional information, if necessary.*

*Note: This is a sample form. Parents may use other written forms for their child's appeal or call the Office of Integrity for support over the phone (202) 939-4913.*

Date received by school and name of staff member: \_\_\_\_\_

 (202) 442-5885
  [dcps.dc.gov](http://dcps.dc.gov)


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## Additional Resources from the DC Office of the State Superintendent of Education

In addition to resources provided through DCPS, the Office of the State Superintendent of Education (OSSE) provides supports for students, including:

- **Supports for Students Experiencing Homelessness:** OSSE provides the overview of the McKinney-Vento (MKV) Homeless Assistance Act as a federal law, the mission of the OSSE's Homeless Education Program, names and contact details for the Homeless Education Program team members; definition of homelessness, rights of homeless children and youth, educational support services for homeless children and youth, parent's responsibility, and details if a dispute arises over school selection or placement online at <https://osse.dc.gov/publication/homeless-education-program-fact-sheet>.
- **Supports for Families Related to Special Education:** OSSE provides an overview of supports online at: <https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/OSSE%20Special%20Education%20Parent%20Brochure%20FINAL%201.17.2018.pdf>
- **Supports for Students with a 504 Plan:** OSSE provides details for 504 supports online at: [https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/OSSE\\_DSE\\_Section%20504\\_Toolkit%2008%2028%2012.pdf](https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/OSSE_DSE_Section%20504_Toolkit%2008%2028%2012.pdf)



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