

Student/Family Handbook



Washington
Global

PUBLIC CHARTER SCHOOL

525 School Street, SW
Washington, DC 20024

www.washingtonglobal.org

Welcome to Washington Global PCS

Welcome to Washington Global PCS. We are very excited to have an active community of students, families, and staff involved in the school.

Washington Global Public Charter School (Washington Global) is a community school open to all middle school students in Washington, DC that utilizes a rigorous, internationally-based academic and cultural curriculum, which integrates project-based learning, service-learning, technology, and language acquisition to develop enterprising and competitive global citizens.

To meet the needs of our students and raise their academic achievement we intend to:

- Inspire academic success by providing an authentic college preparatory, international curriculum;
- Nurture student creativity, curiosity and efficacy by promoting self-directed education through project-based learning;
- Offer individually paced academic instruction and activities within small learning labs;
- Develop students' 21st century learning through authentic problem-solving opportunities, foreign language instruction, and Information, Communications, and Technology (ICT) seminars;
- Offer authentic real-world learning through service-learning opportunities;
- Provide students with a connection to their surrounding community through the school's community school model; and
- Preserve and cultivate the innate capacity of students so they can reach their full potential as contributing global citizens ready for high school, college, and careers.

Washington Global PCS Family Handbook

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About Washington Global PCS

Washington Global Public Charter School is a tuition-free middle school open to all students in Washington, DC. We offer a robust international and research-based academic program to develop globally competitive students who are ready for college and careers. Our program includes project-based learning, small learning communities, technology instruction, arts, and foreign language classes in Spanish and Korean. We strive for all of our students to be healthy and active through our nutrition, physical education, and athletic programs. We also serve as a community school that promotes local engagement and service-learning for our students.

The school's cornerstone program is the International Middle Years Curriculum (IMYC) that is used in middle schools throughout the world. The IMYC offers interactive, stimulating, real-world, project-based learning delivered through thematic units such as resilience, entrepreneurship, and creativity. These themes are woven into the students' English Language Arts (ELA), Math, Science, and Social Studies courses where they are working towards mastering the Common Core State Standards (CCSS). The IMYC also provides the framework for these themes to support Information and Communications Technology (ICT) and Physical Education curricula.

Washington Global is a charter school founded in Washington, DC in 2014 by DC educators and District of Columbia community members. Washington Global's founders wanted to bring a world-class education, typically only found at elite private schools, to an area of Washington, DC that needed more high-quality middle schools. Our founders, executive team and staff have years of experience in urban schools, particularly in Washington, DC.

Washington Global is also committed to serving its students beyond the school day. We offer an extended school day program, free after care, tutoring, and a variety of free extracurricular activities.

We are also committed to serving the entire school community and fostering active parent engagement. We offer a variety of parent and family programs and our building is always open to parents during the school day to use technology.

Location

525 School Street, SW

Washington, DC 20024

Phone: 202-796-2415

Email: Info@washingtonglobal.org

Nondiscrimination Policy

In accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Title II of the Americans with Disabilities Act of 1990 and the D.C. Human Rights Act of 1977, as amended, District of Columbia Official Code Section 2-1401.01 et seq. (Act), Washington Global PCS does not discriminate (including employment therein and admission thereto) on the basis of actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, family status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an interfamily offense, or place of residence or business. Sexual harassment is a form of sex discrimination, which is prohibited by the Act. In addition, harassment based on any of the above-protected categories is prohibited. Discrimination in violation of the aforementioned laws will not be tolerated. Violators will be subject to disciplinary action.

Accountability

Washington Global PCS is an independent non-profit 501(c)3 that offers a robust international and research-based academic program to develop globally competitive students who are ready for college and careers. The school's program includes project-based learning, small learning communities, technology instruction, arts, and foreign language classes in Spanish and Korean. The school strives for all of our students to be healthy and active through our nutrition, physical education, and athletic programs. Washington Global also serves as a community school that promotes local engagement and service-learning for our students.

Washington Global PCS is authorized by the DC Public Charter School Board (PCSB), the sole authorizer within the charter sector of Washington DC.

Washington Global PCS is required to submit documents and make periodic reports (governance, finance, operations, etc.) to the PCSB. Under the School Reform Act (SRA), the PCSB is responsible for reviewing the fiscal management of charter schools. Accordingly, Washington Global PCS must submit an annual independent audit to the PCSB, which in turn assesses the financial well being of the school. The SRA also prescribes a review of charter schools at least once every five years to determine whether they should continue to stay open. Another component of Accountability is submission of quarterly reports and annual reports, which include governance curriculum, instruction, school climate, and assessment. The majority of these reports along with a host of others regarding service to students with special needs, English language learners, teacher quality, attendance, facility, truancy, and expulsion rates, among others, are completed and submitted to the PCSB, OSSE, and funders, including the local and federal governments. Washington Global PCS must adhere to local and federal laws and comply with all of the terms and provisions of its charter agreement.

School Hours

Before Care:

Monday-Friday 6:45 am-8:00am

Academic Day

Monday, Tuesday, Thursday, Friday: 8:15 am-3:45p

Wednesday: 8:15am-2:15pm

After Care

Monday, Tuesday, Thursday, Friday:
3:45pm-5:40pm

Wednesday: 2:15pm-5:40pm

Staff Members 2019-2020

School Leadership

Elizabeth Torres, Ed.D.
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Instructional Staff

English Language Arts
Andrea White
Shannon Palka
Torrey MacGregor

Social Studies
Paul Thistle
Janelle Jeter

Science
Jake Oster
Meaghan Thomas

Mathematics
Deloreis Berry
Kennieth Smith
Matias Brocato

Special Education
Victoria Makell
D'Vore Brittingham
Christian Polizzi

Global Studies
Astarsia Young

Spanish
Mayra Abasto
Lucas Pereira

Physical Education
Dale Vidaurre

Washington Global PCS Calendar

Washington Global students will be in session beginning August 26th, 2019 and will follow the Daily Schedule. School will be in session except for the days outlined in the calendar below. Specialty events are also included below.

August	September	October	November
<p>Mon 12-16th: 6th grade Bridge program (8:30am-12 pm)</p> <p>Thurs 15th: Staff return</p> <p>Mon 26th: First Day of School</p>	<p>Mon 2nd: Labor Day (closed)</p>	<p>Fri 11th: Parent Teacher Conferences (no students)</p> <p>Mon 14th: Columbus Day (closed)</p>	<p>Mon 4th: End of Q1 ½ day PD ½ day records (no students)</p> <p>Wed 27th-29th: Thanksgiving (closed)</p>
December	January	February	March
<p>Mon 23rd: Winter Break begins</p>	<p>Mon 7th: Students return</p> <p>Fri 17th: Parent Teacher Conferences (no students)</p> <p>Mon 20th: MLK Jr . Day (closed)</p> <p>Mon 27th: End of Q2 ½ day PD ½ day records (no students)</p>	<p>Mon 17th: Presidents Day (closed)</p> <p>Tues 18th-21st: Mid-Winter Break (closed)</p>	<p>Fri 20th: PD Day (no students)</p>
April	May	June	July
<p>Wed 8th: End of Q3 ½ day PD ½ day records (no students)</p> <p>Mon 13-17th: Spring Break (closed)</p> <p>Thurs 16th: Emancipation Day (closed)</p>	<p>Fri 22nd: Parent Teacher Conferences (no students)</p> <p>Mon 25th: Memorial Day (Closed)</p>	<p>Fri 19th: End of Q4 Last Day of School (½ day Students). PD for staff</p>	<p><i>Extended school year sessions TBD</i></p>

Daily Bell Schedule

Monday, Tuesday, Thursday, and Friday

Period	Description	Time
Homeroom	10 min	8:15-8:25
Period 1	37 min	8:28-9:05
Period 2	37 min	9:08-9:45
Period 3	37 min	9:48-10:25
Period 4	37 min	10:28-11:05
Period 5	37 min	11:08-11:45
Period 6	37 min	11:48-12:25
Period 7	37 min	12:28-1:05
Period 8	37 min	1:08-1:45
Period 9	37 min	1:48-2:25
Period 10	37 min	2:28-3:05
Period 11	37 min	3:08-3:45

Wednesday

Period	Description	Time
Period 1	(62m)	8:15-9:17
Period 2	(62m)	9:20-10:22
Period 3	(62m)	10:25-11:27
Period 4	(62m)	11:30-12:32
Period 5	(62m)	12:35-1:37
Period 6	(35m)	1:40-2:15

Admissions

Enrollment

Washington Global PCS is open to all sixth, seventh, and eighth grade students in the District of Columbia.

Lottery

Washington Global PCS participates in the common lottery through MySchoolDC.

If a student applies to Washington Global PCS after the lottery closes, and there is still space available in the grade in which the student has applied, he or she will be accepted on a first-come, first-served basis. If there are no spaces available, then the student will be placed on the waiting list for that grade.

Policies and Procedures

Student Supplies

Each student has been asked to begin the year with the following supplies:

- Pencils
- Pens (blue, black, and red)
- One (1) 5 subject notebook
- Loose leaf paper
- One (1) 2" binder

Attendance Policy

Student Arrival Policy

Class starts at 8:15 am for all students. Students should arrive no later than 7:45am if they intend to have breakfast so that they are prepared to begin class at 8:15am.

Students must be dropped off on the 6th Street SW entrance (at the school/loading zone). Parents should not idle in the street and block the flow of traffic. Students can be picked up from the same location (in front of the building).

Student Dismissal

Students are dismissed at 3:45 (MTRF) and 2:15pm on Wednesday. If the parent/guardians choose to pick their child(ren) up, he/she should be picked up from the cafeteria. Students should be picked up promptly if they are not participating in the aftercare program. At the beginning of the school year, parents/guardians will provide the school with a form that indicates if they will be picking their child(ren) up from school or if their child will be taking public transportation home. If this changes during the school year, parents are required to call or email the front office promptly. Students may only leave with an authorized person who is listed on the student's pick-up list for which we have other specific authorization.

Early Dismissal

Students are not permitted to leave the school during the school day unless picked up by a parent, guardian, or designated adult. Students leaving before the end of the school day must be picked up by a parent, guardian, or designated adult. *If a parent would like their child to leave early for the day, the parent must contact the main office at (202) 796-2415 by 12:30pm that day. Otherwise, students must remain in their classes until dismissal time so that student learning is not disrupted.*

Please note that frequent early dismissals have a negative impact on student academic achievement. Thus, unexcused early dismissals are counted in the same way as tardiness and are reported as such.

If a child has five (5) or more unexcused early dismissals, a parent conference will be held to discuss concerns and possible consequences.

At times, the administration may request an early dismissal, if warranted, for a variety of purposes individual to the student. The student will not be released from the building until parent contact has been made and the parent/ guardian has approved the release.

Tardiness

Students are considered late if they arrive after 8:15. After 8:15 am, all students must check in with a staff member in the main office and receive a tardy pass. Students will not be allowed in the classroom without a tardy pass. All tardy students will receive a phone call from the Attendance Team to notify parents/guardians of their students' tardiness.

Tardiness is recorded daily and communicated to the students' parents via a phone call by the School Culture Team.

Any student that arrives to school after 8:30 without a parent/guardian or a doctor's note showing that date as the date of the appointment will be required to stay after school (the same day) to make up the instructional time missed from class.

Absences

Absences are recorded and reported to the Office of the State Superintendent of Education and the DC Public Charter School Board because attendance is a vital factor in a student's performance. Vacations are not considered an excused absence. Parents and guardians are responsible for sending their children to school and those that fail to do so may be subject to court action under the Compulsory Attendance Law of the District of Columbia 8-247. To report an excused absence, parents can provide a note or call the front office staff.

What are valid Excused Absences?

- Illness or medical reason (A doctor's note is required for an absence greater than 3 days)
- Doctor's appointments or other medical reason
- Death in the student's immediate family (parent/guardian, grandparents, siblings)
- Observance of a religious holiday
- Other reason deemed by administration to qualify as "excused"

The school will excuse a temporary absence if proper documentation is provided. Proper documentation includes: a parental phone call (for the first two absences), a note from a health care provider and/or a signed letter from a parent/guardian for family emergencies and/or observance of religious holidays.

If a child has five or more unexcused absences, a parent conference will be held to discuss concerns and possible consequences. Following the conference, a letter will be sent to parents.

In accordance with DC law, if a student accumulates ten (10) unexcused absences from school, they will be referred to Washington, D.C.'s Child and Family Services Agency as a chronically absent student. At the same time, the school must report the student as truant to the Office of the State Superintendent for Education for follow up. The school will notify the family of these truancy reporting measures in collaboration with the Municipal Police Department.

Attendance Failure Policy

More than five (5) absences (excused and/or unexcused) in any quarter in a particular class may result in an automatic grade of "F" assigned for that quarter in that class. Students with documented medical absences in excess of five days in a quarter will be exempt from the attendance failure policy.

Students and parents/guardians may appeal an attendance failure by contacting the Principal in writing.

Truancy

Truancy is the willful absence from school by a minor (5–18 years of age) with or without parental approval, knowledge, or consent. A student is considered chronically truant when he or she accumulates 10 or more unexcused absences in one school year. Students between the ages of 14 and 18 who accumulate 15 or more absences will be referred to DC Court Services for truancy. As noted, students under the age of 14 will be reported to CFSA, per District of Columbia policy.

Late Pick-up and after-school activities

Students who are not picked up at 3:45pm will be required to participate in an after-school activity. After-school activities include, but are not limited to: Competitive sports, tutoring, dance, choir/music, and art. Students must choose their after-school activity group at the beginning of each quarter and remain in that activity unless permitted to change groups by the After-Care Coordinator. After-school activities end promptly at 5:40pm and students must exit the building at that time. If students are not picked up by 6:00pm, families will be charged a fee of \$15.00. If your child has not been picked up by 6:15pm we are required to notify Child and Family Services. Your child will be picked up by a Metropolitan Police Department officer and taken to the Child and Family Services Agency. Please make sure that you call the front office in the event of an emergency.

School Closures and Delays

Washington Global PCS considers the safety of our students, staff, parents and community a top priority. Washington Global staff vows to make decisions in the best interest of its school community.

In general, Washington Global PCS will follow any school delay or closure decisions made by the District of Columbia Public Schools. Information will be immediately posted on the Washington Global Facebook and Twitter pages and sent out via automated message.

Cell Phone Policy

Students who bring a cellphone into the building, must check the phone in with the designated staff member in the morning. Cellphones are stored in a locked room until the end of the day. Cellphones are

distributed at the end of the day. Students may use the office phone to call or receive a call during the school day.

If a student is found to have an unauthorized electronic device in his or her possession, it will be confiscated by a staff member and given to the Principal or Dean. The following consequences will occur:

The first offense is a warning and the parent is contacted.

The second offense warrants after-school detention and the parent is contacted.

The third offense will require the parent/guardian to retrieve the phone from the Dean/Principal.

If parents need to contact their child during the school day they may call or leave a message with the front desk staff. If a student does not check in his/her phone and loses/misplaces it, Washington Global will not be held responsible.

Safety procedures

In case of emergency, all students must follow the direction of the school's emergency plans, which are available in the main office and in each classroom. The school has designated a location 500ft from the school for students to evacuate in case of a fire or another emergency that warrants evacuation. During times of emergencies, scholars are required to follow all rules and regulations set forth by the school leadership and are expected to act as instructed.

Washington Global is committed to ensuring that all students are safe throughout the school day. To ensure the safety of all students and visitors, Washington Global has contracted with a security company to provide minimal security screening as the students enter the school in the morning and to monitor visitors during the school day.

Additionally, to promote a safe environment, trained security and/or designated staff at Washington Global may engage in the use of reasonable force (e.g. de-escalation or restraint) to prevent bodily injury or major property damage.

School Lunch Program

Washington Global offers standard and vegetarian lunches each day through a food service provider Revolution Foods. Washington Global is a CEP school and therefore provides free lunch to all of its students. Menus will be posted monthly on the school website. Please contact the main office with specific dietary concerns.

Bringing Lunch from Home

Families also have the option of bringing lunch from home. We all know that our children learn better when they eat healthy, whole foods. Growing minds and bodies need plenty of fresh fruits and vegetables, healthy fats and proteins, and properly prepared whole grains. Many of our families and staff members are passionate about healthy eating habits, and Washington Global is committed to providing children with access to healthy snacks throughout the day. When preparing your child's lunch, please support our efforts to promote healthy lifestyles and sustainable living by packing healthy, whole foods. Whenever possible, enlist your child's participation in lunch preparation, and eventually, have your child to pack his/her own lunch with these guidelines in mind.

Please remember that children will not be able to keep their lunches refrigerated and they will not have access to a microwave oven. Staff are unable to heat or refrigerate a students' lunch.

Please mark your child's lunch containers with his/her name.

To follow applicable state and federal laws, only healthy snacks are permitted at the school. Healthy snacks include: fruit, crackers, pretzels, vegetables, and other low calorie/ low fat foods deemed appropriate by the administration. Unhealthy snacks (chips, cookies, soda, candy, etc), will be collected in the morning by security. It is the student's responsibility to pick up their snacks at the end of the day.

Washington Global PCS has students with peanut allergies at the school. If you intend to pack a product containing nuts, please inform Lynell Gray or Diana Gabriel so the operations team can implement the proper protocol. Washington Global highly discourages sending students with nuts to school due to the increased risk for allergic reaction.

Lunchroom Policies and Procedures

WG expects our students to demonstrate ideal behaviors and manners during lunch. The same expectations for classroom behavior are still in effect:

- Coats/jackets are not allowed to be worn in the cafeteria
- Students are to arrive to the cafeteria in a timely manner
- Students are allowed to retrieve lunch items from their lockers and/or place personal belongings in their lockers before going to the cafeteria. Students should NOT be at their lockers to get jackets or hoodies.
- Students will be dismissed from their table to get their lunch under the direction of a staff member
- Students will clean up their area (waste, trash, food) once they are done eating
- Students will be dismissed under the guidance of a staff member
- Any Birthday or celebratory food will be distributed during the respective lunch period if approval from an administrator has been given.

If a student refuses to follow the rules and procedures or disrupts the cafeteria environment, he/she will face disciplinary actions including but not limited to:

- Inability to eat with classmates
- Assisting with clean-up of cafeteria (in cases of throwing food, instigating food fights, etc...)
- Detentions
- Suspensions

Medication

Being physically healthy allows children to learn more effectively. For this reason, regular medical and dental checkups are essential for your child. All Washington Global students must have a complete immunization record and physical exam form on file in the front office. Students will not be allowed to attend classes until these forms have been turned in.

Washington Global cannot guarantee the services of a full-time nurse. We will have staff certified to administer medicine to your child. If your child requires medication during school hours, please check with the administration as soon as possible to see if it can be administered by a staff person. Otherwise, students should take all required medications at home. Students are not allowed to have medication (prescription or non-prescription) of any kind in their possession at school.

Washington Global strongly encourages families to dispense both temporary and maintenance medications outside of school hours. Ask your physician for a medication schedule that will accomplish this. In those few cases where this is not possible, please bring in the medication to the school nurse. The medication needs to be in the original container with the appropriate prescription label and the appropriate Student Health Authorization for Administration of Medication Form. We store the medicine in a secure location. The school nurse will administer the medication from the nurses' suite. Please be aware that medication cannot travel back and forth to school – once it's given to us for your child's use, it must remain with us until it needs to be refilled. Therefore, we strongly encourage you to ask for two separate prescriptions when at the doctor's office with your child.

Illness

In order to maintain a healthy school, parents/guardians must not send their children to school with any contagious diseases such as the flu, strep throat, chicken pox, measles, conjunctivitis (pink eye), ringworm, scabies, or lice. Students with any of these conditions will be sent home from school until they are no longer contagious. Parents must pick up their child within two hours of being notified that their child is sick with a contagious illness. Washington Global may request that the parent/guardian provide a doctor's note showing that their child is no longer contagious. Please notify the front office if you discover that your child may have been exposed to a contagious disease.

If your child is not feeling well in the morning, particularly if he or she has a fever of 100 degrees or more, do not send him or her to school. Parents/guardians should not send their children to school within 24 hours of vomiting/diarrhea or running a fever of 100 degrees or higher. Students should not return to school until 24 – 36 hours after beginning the course of antibiotics.

First Aid

The first-aid care the school can provide is very limited. If a child is hurt or complains of an illness, the nurse (if on-site), teacher or administrator will treat simple cuts or bruises by applying a bandage or ice, but cannot administer more serious medical treatment. The front office will call the parent/guardian in the event of a more serious injury or illness and the student will be kept in the office until the parent/guardian arrives to get the child. In the event of an emergency, 911 will be called and a school staff member will accompany the child to the hospital and stay until his/her parents/guardians arrive.

Insurance

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

Mandated Reporting

The safety and well-being of our students is our first priority at Washington Global. All school personnel are mandated reporters of child abuse and neglect; therefore, a member of the administration team, mental health provider, or other staff member will call the Child and Family Services Child Abuse and Neglect Hotline if:

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

Clothing Guidelines

Washington Global PCS has a dress code that must be followed by students at all times. Please adhere to the following guidelines:

Sixth grade: **Green** collared shirts with khaki or tan bottoms

Seventh grade: **Royal blue** collared shirts for with khaki or tan bottoms

Eighth grade: **Navy blue** collared shirts with khaki or tan bottoms.

T-shirts are **not** appropriate alternatives to the required collared shirt.

All students are required to wear their Washington Global uniform Monday through Thursday. On Friday's students have the option of wearing their Washington Global uniform *or* a college/university shirt/ PE wolf shirt with khaki pants/skirt. The dress code requirements, provided below, apply to students Monday through Friday.

Specific dress code requirements include:

1. Uniform shirts must be tucked in at all times;
2. Shoes that are closed toe and closed back are to be worn at all times. No slippers/house shoes/slides or shoes with high heels (this includes wedges) are allowed. Students must have proper shoes for PE (Crocs, Toms, Uggs and ballet flats are not proper shoes.) Students are required to wear shoes at all times for health and safety reasons;
3. Abusive, suggestive or profane language; symbols of illegal substances; or any other words, symbols or slogans that disrupt the learning environment may not be worn on clothing or jewelry;
4. Clothes must conceal undergarments at all times. Uniform shirts must not be altered in any way;
5. Pants worn below the waist or showing clothing/underwear beneath the main outerwear are not permitted. No sagging pants are permitted. **A belt must be worn** and the pants must stay up without assistance – if a student has to hold the waistband while walking to keep the pants up, then his or her pants do not fit;
6. Shorts/skirts above the fingertips when standing erect with shoulders relaxed. This means shorts, skirts, and dresses must be no more than approximately 2” to 3” above knee length;
7. No hats, hoods, sunglasses, or beanies may be worn indoors for both boys and girls. Head-coverings of any other kind (bandanas, do-rags, hair wraps) are not allowed unless approved by the Principal for religious or medical reasons;
8. Dress, accessories and jewelry which contain obscene symbols, sexual innuendo, tobacco, drugs, signs or slogans, and/or which slur or degrade on the basis of race, religion, ethnicity, sex, disability or sexual orientation and impose a threat of imminent violence or disruption to the orderly operation of the school shall not be worn;
9. No chains of any kind are permitted (wallet, spiked, studded, bike)
10. Jackets and sweaters will not be permitted to be worn in classrooms or tied around the waist. All clothing outside of the approved school uniform must be placed in individual student lockers upon entering the building. During the colder months, students are permitted to wear long sleeve polos of their designated uniform color or a long sleeve shirt under their collared shirts.
11. Jeans are **NOT** a part of the school uniform. Any student that reports to school out of uniform is subject to disciplinary action and may be sent home for the day.

A student found to be wearing inappropriate clothing will be asked to change or remove the item and be given an opportunity to do so. Should the student not be able to change or remove the item, clothing may be provided by the school (if available.) Students who fail to cooperate will be referred to the Dean of Students/Principal. Any student not complying with the direction of the administrator may be considered insubordinate and subject to appropriate disciplinary action per the Washington Global School Culture and Student Discipline Code. A school administrator has the discretion to enforce additional requirements in order to maintain a safe and secure environment. ***Please note that students are expected to come in uniform every day. Continued refusal to wear the appropriate school uniform will result in further disciplinary actions.***

In the course of the year, Washington Global may determine that new fads and modes of dress are disruptive to a safe and orderly learning environment. For example, certain accessories or styles may be gang-related, or may convey non-verbal messages that are inappropriate for schools. The dress code may be adjusted accordingly.

Washington Global PCS offers after-school services intended to provide parents with a free care option while providing additional enrichment activities for students. To participate in before/aftercare, students must be officially registered. To register students, please fill out the Before/Aftercare agreement and return it to the main office.

Before care begins at 6:45am daily. Aftercare takes place Monday through Friday until 5:40pm. Please note that the school assesses a fee of \$15.00 for students picked up after 6:00pm. Please note that MPD/CFSA will be called for students who are not picked up by 6:15 pm when the building closes to make sure that students are safe.

Before & After Care

Before-care occurs between the hours of 6:45-8 am and after-care occurs between 3:50-5:45 pm. During these times, students are expected to abide by the same policies and expectations as the regular day. Students are expected to arrive to their designated after care location by 3:50 pm or risk the session being full or facing consequences.

- Applications to enroll in before and after-school programs must be filled out during the first two weeks of school and the first two weeks of the Spring semester.
- Physicals are required yearly.
- Student suspensions apply to both normal school day and afterschool.
- Although after-care is free, fees for transportation and special programs may apply. This will be accessed and communicated to parents/guardians on a case-by-case basis. Some fees may apply for specific programs.

During the after-care sessions, students are required to participate in at least one of the following activities:

- Reading time
- Homework time
- Teacher led club
- Sports program or other structured school club that is being offered

During after care, students must follow the school's code of conduct. For instance, students are not permitted to horseplay and will have limited access to their phone. We are encouraging our students to be engaged in the activity of their choosing. If a student does not comply with the behavior policies, then he/she will follow the ladder of consequences:

- First violation: Warning and phone call to parents
- Second Violation: 2 day suspension from after care
- Third violation: One week suspension from after care

· Fourth violation: Dismissal from the after-school program. Parents will be notified that their student is no longer able to attend the aftercare program and must exit the school building during dismissal for the remainder of the school year.

Parent Communication

Washington Global takes pride in consistently utilizing various forms of communication to engage with our parents and school community. Phone calls, emails, text messages and our weekly newsletter assist us in informing parents and families about upcoming events or trips. We also communicate with parents via PowerSchool and a class webpage portal called Common Curriculum. During the school year, Washington Global also schedules parent/teacher conference days which allow parents to come to the school to learn more about their child's academic performance. If at any point during the school year, your contact information changes (mailing address, email, phone number, etc.) please notify the main office as soon as possible so that we can have the most up to date information on file.

Parent Notifications

Parents can access academic information, classroom information and information about your child's behavior by using one of the web browsers listed below:

1. Grades: PowerSchool-accessed through website. wgpcs.powerschool.com
 - a. Log-in information will be provided
2. Behavior: DeansList- washingtonglobal.deansList.com
 - a. Log-in information will be provided upon request
3. Classroom assignments: Common Curriculum- CommonCurriculum.org
 - a. Log-in information will be provided upon request
4. Progress reports will be distributed to students bi-weekly (every two weeks).

Open Meetings Policy

All Global parents are invited to attend Global's open Board meetings, which are run by the school's Board of Trustees. We value the input of our parent community. Open meetings will be announced at least two weeks in advance via website posting and posting in the school's office. There will be at least three open Board meetings this school year. The first open Board meetings for this school year will take place on September 23, 2019 at the school (time TBD at least two weeks before the meeting).

Academic Curriculum

International Middle Years Curriculum

The International Middle Years Curriculum (IMYC) is an international curriculum that is used in middle schools around the world. The IMYC integrates findings from neuroscience and cognitive psychology to offer an interactive, stimulating, project-based curriculum delivered through targeted thematic units. The IMYC provides the framework for such themes to be woven into the students' English Language Arts (ELA), science, art, social studies, ICT (Information and Communications Technology), and physical education curricula.

Project-based learning (PBL), which has been found to foster middle school students' academic independence, problem solving and critical thinking skills, is a fundamental component of the IMYC. PBL will be infused into all academic areas and benefit all students' critical thinking skills. It will also be used to differentiate instruction for students who require more support, such as students with special needs, and those who are gifted in a given subject area.

Washington Global's program also includes project-based learning, small learning communities, technology instruction, and foreign language classes in Spanish. We strive for all of our students to be healthy and active through our nutrition, physical education, and athletic programs. We will also serve as a community school that promotes local engagement and service-learning for our students.

Homework

Students will receive homework at **least three times per week in each class**. Homework is an extension and reinforcement of the days learning. Homework connects one day of instruction to the next and support the skills acquired; therefore homework is a vital component to the learning process and the grading scale.

Make-up Work

Students are fully responsible for completing any incomplete or missing assignments (i.e., course assignments, tests, projects and other related work). Teachers are fully responsible for providing the incomplete or missing assignments to the students. Students have exactly one week from the date of his/her return to make up any assignments.

Teachers will contact parents if a student is failing a class.

Laptops

Student laptops and other technology equipment play an essential role in the learning process at Washington Global. Students are held to the highest standards of responsibility when it comes to protecting, and caring for, our laptops. All students have access to a computer during the school day, and can only use the laptops within the school building. Students and parents/guardians must read and sign the Technology Agreement Policy prior to using any computers or technology based equipment. If you need an additional copy, please contact the Main Office directly. If a student has been identified as purposely damaging or misusing a laptop, then he/she will be held financially and/or behaviorally responsible, which includes, but is not limited to, restriction from using a laptop, full replacement of the device, and/or the financial cost to repair or replace the item.

Every Student Succeeds Act (No Child Left Behind)

The Every Student Succeeds Act (No Child Left Behind) requires school districts that receive federal Title 1 funding to notify parents of their right to the professional qualifications of the classroom teachers who instruct their child. As a potential recipient of these funds, Washington Global will provide you with this information in a timely manner if you request it. Specifically, you have the right to request the following information about each of your child's classroom teachers:

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

Washington Global is committed to providing quality instruction for all students and does so by employing the most qualified individuals to teach and support each student in the classroom. If you would like to receive any of the information listed above for your child's teacher, please contact the Principal.

Title I also enables children to receive free or reduced lunch. Please see the Main Office for guidelines.

Common Core Standards

The District of Columbia has adopted the Common Core Standards; a set of high-quality academic standards in mathematics and English language arts/literacy (ELA). These learning goals outline what a student should know and be able to do at the end of each grade. The standards were created to ensure that all students graduate from high school with the skills and knowledge necessary to succeed in college, career, and life, regardless of where they live. Forty-four states, the District of Columbia, four territories, and the Department of Defense Education Activity (DoDEA) have voluntarily adopted and are moving forward with the Common Core.

As part of the Common Core Standards, all students at Washington Global will be administered a standardized state-wide assessment, which is mandatory for all students. Please contact the Principal for more information on this assessment.

Student Promotion Policy

Student promotion will be based on a multitude of factors to ensure that a comprehensive picture of students' academic development is considered. The subject area teachers will make a recommendation for each student's promotion based on, but not limited to, the following criteria:

- Student Portfolios
- Grades
- Attendance
- Observations
- Standardized Assessments
- Performance on Internal Formal Assessments in Literacy and Mathematics

Student Portfolios. Washington Global will measure student progress using a growth model. Instructional staff will collect student work samples throughout the year that will be compiled in each

Student Portfolio. Student Portfolios will be evaluated at the end of the school year for student growth. Students must make demonstrated progress as defined by student growth trajectory.

Grades. Grades will also be used in conjunction with the Student Portfolios to determine promotion. Students must be performing above, at, or near grade level, particularly in Literacy and Mathematics. Additionally, students who have made progress towards grade-level performance, particularly in Literacy and Mathematics, will be eligible for promotion. Washington Global will implement the following grading scale:

A+	98 - 100
A	93 - 97
A-	90 - 92
B+	87 - 89
B	83 - 86
B-	80 - 82
C+	77 - 79
C	73 - 76
C-	70 - 72
D+	67 - 69
D	63 - 66
D-	60 - 62
F	35 - 59

Attendance. Washington Global will promote high levels of attendance and establish a low threshold for student absences and tardiness. Students with chronic absenteeism and tardiness may be found ineligible for promotion according to the guidelines issued by DC's Office of the State Superintendent of Education (OSSE). Washington Global will make personal contact with the parent of a student each time the student

has 1 unexcused absence or 5 or more excused absences. There will be a continuum of school policies and services for absenteeism including supports, incentives, intervention strategies, and consequences for absenteeism at the onset and when chronic absenteeism continues. Out of school suspensions and expulsions will not be used to address absenteeism because the goal is more classroom participation time, not less.

Observations. Students will be observed on an ongoing basis by their teachers, Instructional Coaches and Principal. The results of these observations will be recorded and utilized as necessary.

Standardized Assessments. Student achievement on standardized assessments will be considered when deciding whether a student should be promoted. These assessments may include the PARCC and NWEA MAP.

Performance on Internal Formal Assessments in Reading and Mathematics. Students will be assessed in Reading and Mathematics through internal formal measures to help monitor their growth. The results of these assessments will be used when determining student promotion.

Teachers and the Academic Leadership Team will monitor students' performance throughout the year. Students will also be actively involved to take responsibility for their own learning. Teachers will meet with parents at the end of each quarter to discuss their child's performance, including Student Portfolios and Grades. If it is determined that there are academic/behavioral concerns the student could be referred to SST. There will be ample, ongoing opportunities to discuss the possibility of promotion/retention. The Principal ultimately makes the decision to promote a student based on a combination of these performance levels.

Student Services

Response to Intervention

Washington Global will implement Response to Intervention (RTI), a fundamental component to an effective Child Find system. It is essential for identifying students with disabilities, and also as a multi-level system that prevents students from being identified as having disabilities. The federal law, the Individuals with Disabilities Education Act (2004) states that a school "may use a process that determines if the child responds to scientific, research-based intervention as part of the evaluation procedures..." (Section 1414(b)(6)).

Washington Global implements the principles of the U.S. Department of Education's Response to Intervention (RTI) technical assistance center and uses the following three-tiered RTI framework: (Retrieved from RTIresources.org)

Tier 1 consists of general instruction and the *systematic* screening of all students through an academically rigorous curriculum and implementation of curriculum-based measures, interim assessments, and state-wide standardized assessments (PARCC). Students who exhibit issues with the Tier 1 curriculum, as determined by scoring in the bottom 25% of PARCC assessments and benchmark assessments administered every eight weeks, and/or classroom IMYC and CCSS curriculum-based assessments, will advance to Tier 2. Tier 2 consists of *small group* instruction, which will be administered during the morning Learning Labs block at a frequency determined by the student's need. Tier 2 instruction will occur daily and include three, research-based, intensive programs discussed in Section 3d: *Spell Read*, *Curriculum Based Interventions*, and the University of Kansas SIMS *Fusion Reading* program. Within Tier 2, students will be systematically monitored for academic progress through curriculum-based

measures corresponding to the three intervention programs. Additionally a Student Support Team (SST) consisting of an administrator, a core subject general education teacher, and a student support staff member will be involved in this process.

If progress is not made, students will be moved to Tier 3 and receive more intense individualized interventions tailored specifically for the individual student and will be considered for referral to special education based on his or her progress. The Principal, Special Education Coordinator, and the Instructional Coach will oversee RTI implementation and refer any students who do not respond to Tier 3 interventions for consultation and potential evaluation for special education services. It should be noted that a parent can request an evaluation for special education at any point during the process.

Please note that as part of a student's RTI program, he or she may be asked by the school's administration to attend an Extended School Year in two weeks over the summer for increased intervention. The student's parent/guardian will receive a phone call or email from the school's administration or instructional coach to notify parents/guardians of this.

Student Support Teams (SST)

The Student Support Team (SST) is a collaborative, school-based, problem-solving team that is organized to address academic, medical, behavioral/emotional and/or other problems which may interfere with a student's ability to obtain an appropriate education. The SST provides support to teachers by recommending classroom based interventions for students who are struggling academically or behaviorally. The goal of the Student Support Team (SST) is to address concerns affecting a student's school performance and to implement an intervention plan. Teachers and parents/guardians are able to initiate the referral process by submitting all required documentation to the Director of Intervention.

Special Education

If a student is referred for special education evaluation because of a suspected disability, the multi-disciplinary team (MDT) will study *multiple* forms of data to ensure that a full, accurate picture of the whole child is analyzed. The MDT includes an LEA representative, applicable related service providers, a special educator, and a general educator. This is imperative to ensure that a nondiscriminatory evaluation, conducted in the child's native language is carried out. Per federal and state law, the MDT will consist of school professionals with knowledge of the student and at least one professional with knowledge of the suspected disability. The multiple forms of data will include:

- Valid and reliable norm-referenced evaluation tools administered in the student's native language by a trained professional. The evaluation tools will be specific to the student's suspected disability;
- Classroom-based formative and summative assessments and work samples (IMYC, Common Core, etc);
- Classroom observations and teacher/parent interviews;
- A comprehensive social history;
- A review of the student's school records.

Once the MDT completes its comprehensive evaluation of the student's data, it will determine whether a student meets one of the thirteen disability categories established by IDEA (2004) using OSSE and federal guidance. If the student is eligible for special education services, an Individualized Education Program

(IEP) will be developed to provide the student with academic and other required related services. If the student is not eligible for an IEP per the guidance set forth by the IDEA, the MDT will determine whether a student is eligible for services under Section 504 of the Rehabilitation Act.

All Washington Global students with disabilities who qualify for services under the Individuals with Disabilities Education Act (IDEA, 2004) will receive a free appropriate public education (FAPE) as set forth in the law. This will consist of individualized academic services and related services that address each eligible student's unique needs. All students with disabilities will have a valid and appropriate IEP in place, an annual meeting to review each student's IEP, and a re-evaluation at least once every three years. The IEP will include the student's academic and related services, goals, the student's services hours, placement, and supports and accommodations. To comply with FAPE, Washington Global will also ensure that all students with disabilities have access to a continuum of services in the Least Restrictive Environment (LRE), meaning that whenever appropriate, students with disabilities will be educated in the general classroom setting with appropriate services and supports.

Related Service Providers

When necessary, Washington Global will use the services of outside agencies to provide qualified staffing for necessary services outlined in a student's IEP. These related service providers may include, but are not limited to: counselors, behavior specialists, speech/language therapists, and occupational therapists.

School Culture and Student Discipline

Washington Global believes that each student has the right and responsibility to achieve his or her educational best. To ensure that this occurs, we will establish a safe and positive environment for students to learn and will hold staff and students to specific expectations.

According to its mission, Washington Global will always:

- Honor individual differences;
- Promote a positive, cohesive school community environment;
- Encourage interaction with the community;
- Offer a rigorous, internationally-based curriculum and provide individualized academic support to students.

Washington Global's expectations for students are to:

- Be ready and willing to learn;
- Act responsibly;
- Show self-respect and respect to others;
- Observe and comply with all classroom and school rules.

Washington Global's teachers will always:

- Maintain a positive and safe classroom environment;
- Communicate frequently with families;

- Teach and model positive behaviors;
- Provide rigorous and differentiated lesson plans;
- Maintain a positive working environment;
- Adhere to Washington Global's School-wide Positive Behavior Intervention and Support (SWPBIS) system and student discipline plan.

Washington Global's administrators will always:

- Provide strong, consistent leadership;
- Ensure that students are provided with a rigorous academic curriculum;
- Communicate frequently and proactively with teachers and parents;
- Encourage family support and participation;
- Provide a safe environment;
- Teach and model positive behaviors;
- Foster a supportive learning environment.

Washington Global expects parents to:

- Teach and model positive behaviors;
- Value individual differences;
- Send students to school ready to learn;
- Be active participants in their child's education;
- Openly communicate with school personnel.

The school will foster an environment in which students meet their expectations and reinforce it through a system of positive rewards. Washington Global has instituted a School-wide Positive Behavior Intervention and Support system that utilizes research-proven methods to promote the school's core values, increase student self-motivation and foster a healthy learning and social environment for students, staff, and parents.

DeansList

DeansList is a behavior management system that tracks and records behaviors. Points are based on teacher and administrator referrals. All Washington Global staff are involved in the DeansList process.

Each teacher will use DeansList to track student behavior and promote a positive classroom culture. Daily usage is required to uphold a positive school culture and hold all students accountable for their behavior choices.

The focus is placed on the positive behaviors which allow students to earn the following points:

1 Point: Student was present, however the behaviors displayed during the class period were not acceptable.

2 Points: Student was present and displayed some positive behaviors, however those positive behaviors were infrequent.

3 Points: Student behavior was positive for a majority of the class and the student did not contribute to any classroom disruptions.

4 Points: Student behavior was very positive and the student completed all the necessary tasks during the class.

5 Points: Student behavior was exemplary and the student took a positive leadership role during the class period.

Student Discipline Plan

The goal of Washington Global’s Discipline Policy is to promote a fair, harmonious, and safe environment for students, staff, and other stakeholders. The policy promotes student learning through a four-tiered behavior system so that students will not be ejected from classrooms for very minor, infrequent behaviors, but that serious offenses are dealt with in an expedited manner. The policy also promotes collaboration between instructional and school culture staff, administrators, and parents/ guardians to promote a wrap-around, supportive environment. Students will be treated fairly and equitably. Consequences will be administered after a careful assessment of the circumstances of each case, which may include:

- Seriousness of the offense
- Frequency of misconduct
- Student disabilities and individual behavior plans (e.g. FBA and BIP)
- Impact of the misconduct on the school environment

I. Tier One Behaviors and Possible Responses

Tier one behaviors include student actions that impede classroom procedures or interfere with the operation of the school. Such actions should be handled by the individual classroom teacher, or appropriate staff member. They rarely require the intervention of the Dean of Students or another administrator. There should be immediate intervention by the staff member who is supervising the student. Repeated actions of behaviors may rarely raise the offense to a higher tier.

Examples of Tier One Behaviors (list is not exhaustive)	Appropriate Responses
Classroom disturbance (e.g. Talking loudly, getting out of seat without permission, off-task behavior) Tardy to class without a written excuse Noncompliance with cafeteria rules Failure to comply with classroom rules/expectations Discourtesy Failure to carry out directives Defamation of character Loud, boisterous noise Bringing prohibited personal items (that are not dangerous) from home without school permission	The School will engage in one or more of the following actions: <ul style="list-style-type: none"> · Telephone call from teacher/staff member to parent/guardian · Student conference · Written communication to parents · Loss of classroom privileges not related to academics · Parental conference · Special assignment · Time out (in room) · Verbal reprimand · Detention · Seating change · Time out with another teacher · Loss of extracurricular/outdoor activity · Parent signature on violation notice returned to school

<p>Running in classrooms or halls</p> <p>Pushing, shoving, and/or horseplay</p> <p>Unexcused class tardiness</p> <p>Noncompliance with outdoor activity rules</p> <p>Treating school property with disrespect (that does not cause damage to property)</p> <p>Unauthorized eating in classrooms/ common areas</p> <p>Minor insubordination (i.e. that does not cause a classroom disturbance)</p> <p>Minor teasing that does not include repeated acts of bullying</p> <p>Inappropriate displays of affection</p> <p>Other actions deemed to fit the definition of a Tier One offense by the school administration</p>	<ul style="list-style-type: none"> · Other responses deemed appropriate by the administration that fall within similar parameters as the above including Restorative Consequences, as appropriate.
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II. Tier Two Behaviors and Possible Responses

Tier Two behaviors include student actions that are more frequent and tend to disrupt the learning climate of the school or classroom. Tier Two infractions may also result from the continuation/severity of Tier One actions. These infractions require the intervention of administrative personnel if the execution on Tier One options has failed to correct the situation.

Examples of Tier Two Behaviors (list is not exhaustive)	Appropriate Responses
<p>Continued defiance when given directives</p> <p>Unexcused school tardiness</p> <p>Cheating/Plagiarism</p> <p>Lying to authority figures</p> <p>Theft of personal property (under \$100.00)</p> <p>Tardy to school (unexcused)</p> <p>Truancy</p> <p>Minor defacing of school property</p> <p>Insubordination</p> <p>Written or verbal abusive language (constant)</p>	<p>The School will engage in one or more of the following actions:</p> <ul style="list-style-type: none"> · Verbal redirection or reprimand · Schedule modification · Counseling · Teacher/student or administrator/student conference · Withdraw of extracurricular privileges · Student-Principal conference · Referral for Administrative Reflection (AR), or increased number of days in “AR” if student was already engaged in this process and parent contacted · Administrator-Parent telephone conference · Referral to counseling services (school or outside) · Parent-Student-Administrator conference · Conflict resolution session

<p>Disrespectful or obscene language and/or gestures</p> <p>Inappropriate or disruptive physical contact (Pushing/shoving, horseplay)</p> <p>Noncompliance with bus/metro rules</p> <p>Noncompliance with arrival & dismissal rules</p> <p>Noncompliance with computer rules</p> <p>Noncompliance with dress code/uniform policy</p> <p>Unauthorized use of portable electronic devices (mp3, iPod, cell phone)</p> <p>Cutting class</p> <p>Leaving class or designated location without permission</p> <p>Falsification of records, excuses, passes, schedules, etc.</p> <p>Failure to report to the Principal or another administrator's office when sent by a staff member</p> <p>Other actions deemed to fit the definition of a Tier Two offense by the school administration</p>	<ul style="list-style-type: none"> • Behavioral contract • Detention • Other responses deemed appropriate by the administration that fall within similar parameters as the above, including restorative practices.
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III. Tier Three Behaviors and Possible Responses

Tier III behaviors include acts directed against persons or property that may endanger the health or safety of others in the school. Additionally, Tier Three offenses may, but will rarely result from persistent Tier Two student actions that are documented by school administrators.

In response to Tier III behaviors, the Principal or Dean of Students initiates disciplinary action by notifying all administrative staff, investigating the infraction that has been reported by a teacher/ other staff member, and conferring with the staff involved. To address the student actions, the Principal meets with the student about the misconduct and determines disciplinary action. An administrator will *always* contact the student's parent/guardian to discuss their child's well-being.

Examples of Tier Three Behaviors	Appropriate Responses
<p>Destruction of private and/or school property: Infraction depends on degree of damage incurred with parent/guardian responsible for payment.</p> <p>Damage or Theft of school property (\$100.00- \$300.00)</p> <p>Vandalism (above minor defacing of property)</p>	<p>The School will engage in one or more of the following actions:</p> <ul style="list-style-type: none"> • Tier Two responses listed above • Saturday School

Encouraging or engaging in a demonstration disrupting the normal learning process

Bullying

Provoking a fight verbally and verbal threats

Indecent exposure

Major insubordination (that severely disrupts classroom environment)

Possession or distribution of obscene materials

Physical abuse: against any student, staff and/or other person not employed by the school

Leaving school without permission

Harassment (verbal, sexual, other)

Possession and/or transmission of objects considered potentially dangerous to the health, safety, and welfare of students and/or school personnel

Throwing of potentially dangerous objects

Smoking, any use or possession of tobacco products on school property or during school-sponsored events and activities

Possession of marijuana or any related illegal or unauthorized drug

Unsupervised lighting of matches, lighters, or any device with an open flame

Tampering with fire extinguishers or fire alarms

Threatening to fight

Engaging in sexual acts on school premises or at school related functions

Forgery

Gambling

Possession of combustibles

Engaging in behavior that demonstrates gang/neighborhood crew affiliation (displaying clothing or gestures associated with gangs)

Posting or distributing material or literature that is disrespectful, demeaning, humiliating, or damaging to students and/or staff. This includes posting material on the internet or sending material electronically (ie. Via email, cell phone, social media)

- On-site Administrative Reflection (AR) and/ or In School Suspension (ISS)
- Out of School Suspension (as appropriate and in accordance with local and federal law as outlined below)
- Notification and/or requested intervention of law enforcement agencies (if required and/or warranted)
- Other appropriate response by administrator for misbehavior

Other student actions deemed to be the equivalent of Tier Three offenses by school administration	
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IV. Tier Four Behaviors and Possible Responses

Tier Four acts result in violence to another person or property or which pose a direct threat to the safety of others in the school. These acts are clearly criminal and are so serious that they *always* require administrative actions and/or may require the removal of the student from the classroom or school (short or long term) and/or the intervention of law enforcement authorities.

To address these actions, the Principal confers with administrative staff, investigates to verify the offense, confers with the staff involved, and meets with the student. The school will always contact the student's parent/ guardian.

Examples of Tier Four Behaviors	Appropriate Responses
Damage or Theft (felony > \$300.00) Arson Extortion Vandalism (causing damage to student or school property) Bomb threat Incite to riot Possession/use/transfer of dangerous weapons** Assault/battery Sexual violation/sexual misconduct Sexual battery Serious acts of vandalism Serious lewd or lascivious acts Threatening a staff member Possession/use/transfer of weapons (gun, knife, blade, mace) Selling and/or distribution of drugs/alcohol (automatic 3rd referral consequence)	Students who engage in Tier Four behaviors will immediately be removed from class/common areas to maintain a safe environment. The School will engage in one or more of the following actions: <ul style="list-style-type: none"> • A response previously listed in the Tier II and Tier III response list, including Administrative Reflection and/or In School Suspension. • Out of School Suspension (as appropriate and in accordance with local and federal law as outlined below)

<p>Participation in boycotts, walkouts, sit-ins</p> <p>Commission of an off-campus felony that has been deemed, by the administration, to be detrimental to the learning environment</p> <p>Discharge of firecrackers on school grounds</p> <p>Possession of a weapon according to the requirements of the Gun-Free Schools Act or replica or imitation of a weapon (including water guns), or authentic weapons not included in the Gun-Free Schools Act deemed by administration to pose a danger to the school community**</p> <p>Possession and/or usage of marijuana, alcohol, and/or any other illegal paraphernalia, or any attempt to distribute any of these items</p> <p>Fighting which creates substantial risk of or results in major injury</p> <p>Engaging in any other conduct contrary to the criminal code or ordinances of the District of Columbia and/or community on school premises or at a school function</p>	
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Reporting: If a student’s behavior results in a tiered infraction, the teacher, Dean or other appropriate staff member will record the students’ behavior using the school’s referral tracking system. The Student Support Team (SST) will intervene for those students who continue to exhibit inappropriate behaviors and who are unable to follow school wide expectations and rules. If applicable, a Functional Behavior Assessment (FBA) will be conducted and a Behavior Intervention Plan (BIP) will be prepared.

In-School Suspensions: During an In-School Suspension (ISS), the student remains in school but completes his or her academic assignments away from other students. While in ISS, students have access to education materials and instruction. ISS is assigned by the Dean or a school Administrator and may last from one class period to five days. While in ISS, students will not be allowed to participate in any school activities.

Out of School Suspensions: Washington Global makes every effort to ensure that students remain in the learning environment. However, severe offenses that meet the requirements of D.C. Law 22-157. Student Fair Access to Amendment Act of 2018 may warrant an out of school suspension to maintain school safety.

When suspension is recommended, the school will adhere to the following steps to ensure due process:

- School Leaders will ensure that the suspension meets the requirements of D.C. Law 22-157. Student Fair Access to Amendment Act of 2018.
- According to the student discipline policy, the Principal/Dean of Students will determine whether a student receives an out of school suspension and the length of the suspension, but not to exceed ten days.

Process for out of school suspensions one to five days in length:

- The Principal/Dean of Students meets with the student to take a statement and makes telephone contact with the parent/guardian of the student to explain the actions of the student and the disciplinary actions taken.
- The Principal/Dean of Students then prepares a formal letter outlining the students' actions and the response of the school. The letter is sent home to the parent via the student and/or email.
- Prior to or following the suspension, the Principal/Dean of Students will call for a meeting with the parent/ guardian to discuss the student's actions.
- At any time, a parent can request a meeting with the Principal to review the suspension determination and file a grievance with School following the grievance protocol outlined in the handbook.

Due process for out of school suspensions six to ten days in length:

- The Dean or Principal will meet with the student, notify the student of the infraction, and give the student an opportunity to present his/her side of the story or explanation for his/her behavior. If necessary, the Dean or Principal will conduct an investigation into the circumstances of the student's behavior and any explanation provided by the student. At the Principal's discretion, the student may be suspended pending the results of this investigation and recommendation for further disciplinary action from the Dean or Principal. This investigation will be completed within 3 business days and, if necessary, a Discipline Review Meeting will be scheduled after the completion of the investigation
 - The Principal will provide written notice of intent to suspend the student to his or her parent/guardian. The Principal will inform the parent/guardian by telephone and send the notice to the student's parent/guardian (in the native language of the parent/guardian). The Principal will also hold a meeting with the child and parent (in the native language of the parent/guardian) and all other administrative staff to discuss the proposed long-term suspension.
 - A Discipline Review meeting will take place. The meetings are closed to the public, but students may have family, mentors and advocates attend. Two to four staff members from the School will attend as the School's panel as an impartial decision-making panel. The panel will use a "more likely than not" standard of proof when evaluating all of the information presented.
1. A statement of the School discipline violation and summary of the meeting procedure will be provided but the School.
 2. The School will provide an explanation and review of the evidence or facts for which potential long-term suspension is being considered. If video footage is available of the incident, the panel will view the footage.
 3. The student may have the opportunity to present any information that he/she wants to the School to consider. The School panel may ask questions regarding the matter to anyone present at the hearing. An advocate may speak on the student's behalf, and student has the right not to speak on his/her own behalf. Neither the school's representative at the hearing nor the student nor his/her representative(s) will be given the opportunity for cross-examination during the hearing.
 4. One business day following the hearing, the School panel present will make a determination regarding hearing's outcome. The decision will be effective immediately.
 5. The student/family will be informed of the decision via phone within two (2) business days of the conclusion of the hearing and written notification will be mailed within three (3) school days of the decision. This notice will contain information regarding appeal procedures.
 6. If a parent/guardian does not request a hearing, or fails to attend the hearing at the scheduled date, time, and place, the right to a hearing may be waived. Therefore, the school will proceed with its determination regarding the proposed infraction and the ruling of School panel. The findings from the hearing will be approved and take effect immediately.

7. If a parent/guardian disagrees with the outcome of the meeting, he or she can file a grievance with Washington Global's Board of Trustees following the appropriate grievance policy steps outlined in the Student handbook.

In the rare instance that expulsion is recommended, the school will adhere to the following steps to ensure due process:

- The Principal will provide written notice of intent to expel the student to his or her parent/guardian. The Principal will inform the parent/guardian by telephone and send the notice to the student's parent/guardian (in the native language of the parent/guardian). The Principal will also hold a meeting with the child and parent (in the native language of the parent/guardian) and all other administrative staff to discuss the proposed expulsion. Parents/guardians will be required to sign a document indicating that they have received written notice of the recommended expulsion. The student will immediately be placed on a suspension.
- Within three (3) school days of notice of intent to expel the student, the Principal will hold a meeting with the school's administrative team to determine whether or not the school will move forward with a formal expulsion hearing. Following the meeting, the Principal and administrative team will provide the parent/guardian verbal and written documentation of the findings and recommendations from the meeting.
- If the recommendation for expulsion is upheld as a result of the meeting, the parent/guardian will be informed in writing of the student's right to a hearing. The hearing will include the Principal, CEO, and a representative from the Board of Trustees. The Principal will notify the parent/guardian of the scheduled expulsion hearing date and time. The hearing must be held within five (5) school days of the parents' receipt of the notice of the administrative decision to recommend expulsion. If the decision is overturned, the Principal will notify the parent/guardian that the student may return to school after the completion of disciplinary action deemed appropriate from Washington Global's discipline policy.
- The expulsion hearing will include an independent hearing officer (not affiliated with Washington Global) who will consider all evidence, including possible mitigating factors.
- If a parent/guardian and/or scholar does not attend the expulsion hearing, he/she automatically waives the right to a hearing and the expulsion recommendation is upheld.
- The school will provide written notice of their final determination to the parent/guardian within three (3) business days of the hearing. The student will be placed on suspension and can continue to receive schoolwork until a determination has been made regarding the recommended expulsion.
- If the hearing officer determines that an expulsion is not warranted, then the student can return to school immediately.
- A student who is expelled may not apply for readmission into Washington Global.
- The parent/guardian can also file a grievance with Washington Global's Board of Trustees following the appropriate grievance policy steps outlined in this handbook.

Students awaiting their hearing determination must arrange a time with the Principal/Dean of Students to pick up their missed work.

NOTE: Students sent to the Principal's/Dean of Students' Office via a referral (Tier Two or above) will remain in the Office and complete an administrative reflection for at least the remainder of that class period. Teachers will be asked to promptly send class work with the student or via another designated individual.

If a school administrator has recommended mediation, ONLY the parents or legal guardians of that student participating in the mediation will be permitted in the school or on school grounds at the time of the meeting.

Per IDEA 2004, students with disabilities with an IEP who have exhibited a repeated pattern of behavior, or have been suspended for 10 consecutive or nonconsecutive days, will attend a manifestation determination meeting. In a manifestation determination meeting, the student's IEP team will determine whether the behavior is a manifestation of the student's disability. If it is found as a manifestation of a student's disability, the student cannot be suspended. If the behavior is not found to be a manifestation of the student's disability, the student can be suspended. In addition to following the steps for the short-term or long-term process set above, the School will:

- The same day as the proposed suspension, the Director of Special Education or his or her designee, will contact the student's parent or guardian via phone or by email to schedule a manifestation meeting.
- The required team members will be present at the meeting (LEA representative, general education teacher, special education teacher, related service providers (if warranted), and the parent/ guardian unless he or she declines participation). Member of the team can appear in person or via phone.
- The student will remain at school until the meeting takes place (unless for a severe offense involving weapons per IDEA 2004).
- As stated above, the team members will review the student's behavior and will determine whether the behavior is a manifestation of his or her disability.
- If it is a manifestation of his or her disability, he or she will not be suspended
- If it not a manifestation of his or her disability, he or she will be suspended.
- A grievance can be filed by using the process outlined in the Student Handbook.

Locker Search Guidelines

In the rare instance that a locker search must occur to protect the safety of the student body, Washington Global will abide by the following guidelines:

- The student's locker is the property of the school. The administrators will have a master key for each locker.
- Locker searches must take place in the presence of a school administrator and at least one other staff member.
- The parent(s) or guardian of a searched student will be notified as soon as possible to inform them that a search is about to or has just occurred.
- All items that are the object of a search and unlawful items found during the search will be seized by the school administrator.
- MPD will be contacted if warranted.

Bullying Policy

Washington Global PCS has adopted the District of Columbia Office of Human Rights District Wide Bullying Prevention Policy. A copy of the policy can be obtained from the office or found online at <http://ohr.dc.gov/bullyingprevention/policy>.

Behavioral Consequences

WGPCS encourages all students to make good choices academically and behaviorally; however, when a student has unfortunately made a poor choice, we must follow our academic and behavior policies. Our system has four Tiers, with Tier IV containing the most serious infractions. An example of our Tier system includes, but is not limited to:

- Verbal warnings
- In School Reflection
- Teacher conference (with student and/or parent)
- Dean and Behavior Team conference
- Parent meeting
- Seat or room relocation
- Detention (before school, lunch and after-school)
- Saturday School
- Suspension (In-School and Out-of School)
- Expulsion

Behavioral Incentives

Throughout the year, the school will sponsor various events to encourage our students to continue to make positive choices at school. WGPCS will also host bi-weekly events such as Fun Fridays and shopping at the school store. In the event of an off-campus celebration, parents will be notified via permission slip, email, newsletter, or a phone call.

Parental Grievance Policy

Washington Global is committed to creating the strong family-school relationships essential to the success of each student and to our school as a whole. On the occasion that parents wish to make a complaint, we have established the following grievance protocol to solve disputes or complaints in a fair and prompt manner. Notably, the formal procedures described below may be implemented only *after* the parties have engaged in an earnest attempt to resolve the matter(s) informally.

Parent Complaints

Parent complaints are taken seriously by Washington Global and should proceed as follows:

1. Parents should first schedule a conference with the immediately involved teacher, coach or administrator to discuss the issue. An administrator will join this meeting.
2. If parent(s) conclude that the initial response/course of action was insufficient, a meeting may then be scheduled with the Principal or another applicable administrator. Prior to the scheduling of any such meeting, parent(s) must first provide the administrator with a Grievance Letter that identifies: (a) the issue/ concern/ complaint; (b) what steps have been taken to resolve the situation; and (c) proposed solutions. The administrator will attempt to respond to all Grievance Letters within 10 days of their receipt.

3. If parent(s) conclude that the initial response/course of action was insufficient, a meeting may then be scheduled with both the Principal and CEO, following the same steps outlined in Step 4.

4. If a resolution cannot be reached through a discussion with the Principal and CEO, parent(s) may submit a formal Parental Grievance Packet to the Washington Global Board. This packet must include the information and materials discussed below.

Process for Board Review of Parental Grievances

The Chair, Vice-Chair and CEO shall address any grievances not remedied in the steps described above. The CEO may not participate in any grievance proceeding in which s/he is the subject of an original grievance. A Parental Grievance Packet should be submitted in writing to the Chair of the Board of Trustees within 30 days of the conduct that triggered the grievance and must specify:

- The nature and date of the grievance and any related or supporting documents;
- The results of previous discussions to resolve the conflict, including any correspondence;
- The reason for the parent(s)' dissatisfaction with the decisions previously rendered; and
- A description of the relief sought.

Within 30 days of the submission of a complete Parental Grievance Packet, the Chair, Vice-Chair and CEO shall:

- Research the nature of the complaint;
- Interview the concerned parties; and
- Recommend a course of action to the full Board of Trustees through communications.

The Board shall render a final ruling on the grievance at its next regularly scheduled meeting, or a special meeting to address the issue. The Board can be contacted by emailing board@washingtonglobal.org.

Parent Involvement

Washington Global is a community school working to provide a high equality experience for all of its members. As the adult members of our community, parents and guardians have the responsibility of protecting and nurturing the children. To this end, there are four ways by which parents and guardians are asked to participate in their child's education at Washington Global and we expect families to participate in all four activities.

- Participation in the Washington Global Parent Teacher Organization (WGPTO)
- Family education nights and informational meetings (including parent teacher conferences)
- Volunteer service to the school
- School community events

If at any point, a parent or guardian would like to schedule a meeting with a member of the administrative team, appointments can be made by contacting Ms. Gray or Ms. Gabriel in the front office. Administrators will rarely be available for walk-in conferences due to previously scheduled meetings and school related duties. We want to ensure that parents are involved in every step of the educational process, therefore it is imperative that appointments are scheduled in advance.

Family Teacher Association

The Washington Global Parent Teacher Organization (WGPTO) serves as a critical link between families and the school. The FTA will also sponsor school-wide activities, create opportunities for family members to volunteer at the school, and help to access community resources for the school.

The objective of the WGPTO is to foster a constructive relationship between parents and the school, to create a partnership which helps the school to listen to and deal with parents' concerns, and for parents to learn more about what they can do to help the school and improve their children's education. While it is important to remember that the WGPTO does not necessarily represent the views of all parents, it shall be a forum for communication and a basis for partnership between parents and the school. In order to achieve this aim the WGPTO shall:

- a. Promote good relations between and integration among its members;
- b. Develop debate on educational matters among its members;
- c. Communicate parents' views to the school in general matters relating to children's education and well-being; and
- d. Participate, sponsor, and/or promote cultural, social, sports, leisure and other activities in order to improve relations between its members and to raise funds for charitable endeavors and school projects.

Family Education

The teachers and staff will hold family education nights in the evenings where teachers, staff, and family members will come together to discuss Washington Global's academic and extracurricular programs, the work your children are doing in the classroom, and strategies for continuing this work at home. These events will provide a great opportunity for parents to get to know one another and gain additional insight into Washington Global's teaching methods.

Washington Global is also committed to providing resources for its families. Washington Global has purchased laptops for parents to come to the school between the hours of 7:45am and 4pm to use. The laptops have access to the Internet and have GED prep software to support parent/family education. Please stop by the main office to check out a laptop. Laptops may be used in the reception area or commons areas.

Service to the School

Washington Global families are encouraged to support the school through service activities. Service activities could include: volunteering at the school, chaperoning field trips, or planning a student-focused fundraiser (e.g. bake sale).

Notification of Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. These rights are:

1. The right to inspect and review the student’s education records within 45 days of the day the School received a request for access. Parents of eligible students should submit to the School principal (or appropriate school official) a written request that identified the record (s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student’s education records that the parent of eligible student believes are inaccurate. Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the School principal (or appropriate school official), clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible 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. Additional information regarding the hearing procedures will be provided to the parent of eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

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

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District 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
4000 Maryland Avenue, SW
Washington, DC 20202-5901

Notification of Rights Under PPRA

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

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

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;

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

Receive notice and an opportunity to opt a student out of:

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

Inspect, upon request and before administration or use:

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

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

Washington Global 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. Washington Global will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Washington Global will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. Washington Global will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

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

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

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

Note: All student files are located in a locked file cabinet in the Administrative Suite. The authorized persons with a key are the Principal, the Attendance Counselor, the Special Education Coordinator (for SPED files), and the Chief Student Affairs Officer. The names of these persons are listed on the front of the file cabinet that states "Authorized Personnel Only". If there is a staff member with a legitimate reason for requesting a student file, the employee will be required to sign a log when retrieving and returning the student file.

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Acknowledgement Form

I hereby acknowledge that I have received a copy of the Washington Global PCS Family Handbook. I will read the Handbook prior to the first day of school. I acknowledge that I have access to and can obtain a copy of the Handbook for review at any time. I understand and agree that it is my responsibility to familiarize myself with and abide by the policies set forth in the Handbook, and I consent to the provisions and policies described in the Handbook. Furthermore, I understand that if I should have questions or concerns regarding the Family Handbook, I should contact the Principal.

Student Name (Printed)

Parent/Guardian Name (Printed)

Parent/Guardian Signature

Date