

Student/Family Handbook



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. We know that this year might be different than in past years because our students are beginning the school year virtually, but we are very optimistic that our students will still receive a top-tier Washington Global education!

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.

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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.

The school has a cutting-edge technology program, which will enable students to engage in innovative virtual learning until in-person instruction resumes. Washington Global is also committed to serving our students beyond the school day. When we resume in-person learning, we will 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.

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 DC 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

School hours through January 29, 2021: 8:30am-3:00pm virtually with evening virtual tutoring available.

There will be no in-person school hours during this time.

The office will be open for phone calls from 8:00am-4:00pm during virtual learning.

Staff Members 2020-2021

School Leadership

Elizabeth Torres, Ed.D.
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Instructional Leadership

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Business and Operations Management/Technology Team

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Student Support

Malene Kambon
Dean of Students
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Fred Loran
School Culture Coordinator
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Instructional Staff

English Language Arts
Andrea White
Shannon Palka
Ariana Gorham

Social Studies
Douglas Crawford
Paul Thistle

Science
Briana Ani
Meaghan Thomas

Mathematics
Dloreis Berry
Kennieth Smith
Andrew Smith

Special Education
Victoria Makell
D’Vore Brittingham
Candice Davis
EhLehna Allen

Global Studies
Astarsia Young

Spanish
Mayra Abasto
Lucas Pereira

Physical Education
Dale Vidaurre

Para-Professionals/Assistant Teachers

Andre Priester
Shaquita Curtis
Angela Moten

Washington Global PCS Calendar

Washington Global students will be in session beginning August 31st, 2020 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 3rd-7th: Teachers return</p> <p>Mon 10th-21st: 6th Grade transitional program; Select students from other grades return to school</p> <p>Mon 31st: First day of school</p>	<p>Mon 7th: Labor Day (closed)</p>	<p>Thurs 8th: Parent Teacher</p> <p>Conferences (no students)</p> <p>Fri 9th: Professional Development (no students)</p> <p>Mon 12th: Indigenous Peoples' Day (closed)</p>	<p>Tues 3rd: Election Day (closed)</p> <p>Fri 6th: End of Q1, ½ Day for students</p> <p>Wed 11th: Veteran's Day (closed)</p> <p>Wed 25th-27th: Thanksgiving Break (closed)</p>
December	January	February	March
<p>Mon 21st: Winter break begins</p>	<p>Mon 4th: Students return</p> <p>Mon 18th-19th: MLK Jr. Day (closed)</p> <p>Wed 20th: Virtual learning day for Students</p> <p>Fri 29th: End of Q2, no students</p>	<p>Mon 15th: Presidents Day (closed)</p>	<p>Fri 5th: Parent Teacher conferences (no students)</p>
April	May	June	July
<p>Mon 12th: End of Q3, no students</p> <p>Tues 13th-16th: Spring Break (closed)</p>	<p>Mon 31st: Memorial Day (closed)</p>	<p>Thurs 24th: Last day of school</p> <p>Fri 25th: End of Q4, no students</p>	<p><i>Extended School Year Sessions TBD</i></p>

Daily Bell Schedule

Washington Global has classes Monday-Friday. Below you will find the bell schedule for all classes on Monday, Tuesday, Thursday, and Friday for Term 1 and Term 2. All grade levels will report to their classes at the same time.

Monday-Tuesday-Thursday-Friday

P1 8:30-9:15
P2 9:30-10:15
P3 10:30-11:15
P4 11:30-12:15
P5 12:30-1:15
P6 1:30-2:15
P7 2:30-3:00

Wednesday, Washington Global offers an abbreviated bell schedule. All grade levels will report to their classes at the same time.

Wednesday

P1 8:30-9:15
P2 9:30-10:15
P3 10:15-11:15
P4 11:15-12:00
P5 12:15-1:15

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, the student will be placed on the Waiting List. If 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 continue to be on the waiting list for that grade until a spot opens up.

Student Policies and Procedures

Student Supplies

Each student has been supplied by Global with the following school supplies:

- 3-ring binder
- 1 two-pocket folder
- Pencils
- Pens
- Highlighters
- Composition notebook
- Loose-leaf paper
- Pencil sharpener
- Chromebook •
- Hotspot

When attending school in-person, students should come prepared with their school supplies. Please note that some teachers may require additional supplies. Please note that students will not have access to lockers due to COVID-19 until further notice.

When the school moves into its hybrid phase, students will have labeled school supplies that will not be shared with other students and will be kept at the school in designated cubbies. Additionally, the school has a 2:1 Chromebook program, which means that each student has a designated Chromebook at the school to use when the school moves into its hybrid phase of instruction.

During in-person school, students are not permitted to share supplies due to health and safety restrictions.

Attendance Policy

Washington Global's attendance policy set forth below reflects both expectations for in-person learning and virtual/remote learning.

Student Arrival Policy-Virtual Education

All classes for students studying virtually begin by 8:30am. Students must log into the Google Classroom/Learning Management System and/or Zoom to be marked as "present" for the school day. Students will be receiving daily reminder notifications to attend virtual classes.

Additional information will be provided prior to students being permitted to attend in-person about student arrival.

Early Dismissal

During in-person learning, students are not permitted to leave the school during the school day unless picked up by a parent, guardian, or designated adult. A parent/guardian can also

authorize, in writing or telephonically, for their student to leave early by calling the main office at (202) 796-2415. The school will not notify 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**. Due to COVID-19 restrictions, the parent/guardian should wait by the school ramp on 6th St SW for the student and not enter the building. 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

During virtual learning and hybrid learning, students will be considered tardy if they are more than 10 minutes late to a live streamed class. It is paramount that all students log in on time.

Absences

Students are required to attend all classes listed on their schedules whether they are virtual learners or in-person learners. For live, synchronous classes (students watch and interact with teachers in live instruction), a student will be marked present by the teacher if he or she is logged in and attending the live lesson. For self-paced classes on Google Classroom, students will be considered present if they log into Google Classroom (see tech guide for instructions) and complete the assignments.

When in-person learning resumes, students will be marked absent if they are not present at school for an entire day. Students will be marked “present-partial” if they attend school but are present for less than 80% of the school day. Students are considered present if they participate for 80% or more of the school day.

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 an email/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. During virtual learning, students with five or more absences may receive a welfare check from the School.

In accordance with DC law, if a student accumulates ten (10) unexcused absences from school, they will be referred to Washington, DC’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.

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, during in-person learning, 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, App, Twitter pages and sent out via automated message.

Parent Meetings

Washington Global encourages parent meetings and involvement. However, due to the COVID-19 pandemic and health guidance by DC Health, parent meetings will be conducted telephonically or through Zoom until further notice. To schedule a meeting with an administrator or teacher, please contact Lynell Gray at lgray@wasingtonglobal.org, or call the main office (202) 796-2415.

Cell Phone Policy

During virtual learning, students will not be permitted to use cell phones or other electronic devices while in the live classrooms, unless the teacher gives explicit permission to do so. If a student is found to have an unauthorized electronic device during the live classroom, the following consequences will occur:

- The first offense is a warning by the teacher.
- The second offense warrants administration involvement with the student.
- The third offense will require the administrator to contact the parent/guardian and may result in an alternative learning environment.

During in-person learning, 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 and Health Procedures

COVID-19 Health and Safety Protocols

Face Masks

To abide by School and State regulations, students are required to wear a face mask at school. Proper face masks must:

- Fully cover an individual's nose and mouth and allow the staff member to remain hands-free.
- Fit snugly but comfortably against the side of the face.
- Be secured with ties or ear loops.
- Be made of breathable material, either disposable or reusable.

Face masks must have at least 2 layers of materials. The School asks that face masks that have valves are not to be worn as these do not mitigate the spread of any aerosols or droplets.

Face masks can only be removed if the student is actively eating or drinking and he or she is at least 6 feet away from another individual.

Parents will be contacted for students who do not abide by the school's mask policy and the student will be moved to virtual at-home education.

Temperature and Wellness Checks

Per DC Health and OSSE guidelines, all students will participate in a daily temperature and wellness check when: the student needs to enter the building to pick up items from the school, and/or when the School moves into its hybrid phase. Daily temperature and wellness checks will occur prior to entering the building. A Washington Global staff member will be stationed outside to perform the checks and document any findings. Each student will be asked if they have any of the following COVID-19 symptoms:

- Fever (subjective or 100.4 degrees Fahrenheit) or chills
- Cough
- Congestion
- Sore throat
- Shortness of breath or difficulty breathing
- Diarrhea
- Nausea or vomiting
- Fatigue
- Headache
- Muscle or body aches
- New loss of taste or smell
- Or otherwise feeling unwell

Students may be asked if they have been in close contact with someone who has COVID-19. Staff members may also visually inspect for signs of illness, which can include flushed cheeks, rapid or difficulty breathing (with no recent physical activity), fatigue or extreme fussiness. Temperature checks with a non-contact thermometer will be conducted as well.

- If the student answers yes, or has any of the COVID-19 symptoms, they will not be permitted to come into the building, and their parent/guardian must come to pick them up.
 - If a student has a pre-existing condition(s) that present with COVID-19-like symptoms, they must consult their medical provider and provide the School with a doctor's note that they do not have COVID-19 and are cleared to enter the building.

Students who Develop a Fever or signs of COVID-19 at School

If a student develops a fever or other signs of illness, Washington Global will follow the above exclusion criteria (under Temperature and Wellness Checks) regarding the exclusion and dismissal of students and staff.

Washington Global will immediately isolate the student from other students, notify the student's parent/guardian of the symptoms and that the student needs to be picked up as soon as possible. The School Official will instruct the parent/guardian to contact the student's healthcare provider. Following DC Health guidance, the School will immediately begin cleaning and disinfecting procedures for any area and materials the student had contact with.

When the student can return to Washington Global?

There are 3 criteria for students who exhibit COVID-19 symptoms, awaiting a COVID-19 test, or was in close contact with a positive COVID-19 case:

- Symptomatic or Confirmed to have COVID-19
 - If a student reports any of the above symptoms, or is confirmed to have COVID-19, the student must not return to school until:
 - They have been cleared to return per their healthcare provider or DC Health instructions, AND
 - They complete the appropriate isolation period:
 - 72 hours after the fever has resolved without the use of fever-reducing medication (e.g., Motrin, Tylenol) and respiratory symptoms have improved; AND
 - At least ten days after symptoms first appeared, whichever is later; OR
 - They have a negative COVID-19 test and meet standard criteria to return to school after an illness.
- Close Contact with a Person Who is Positive for Covid-19
 - If any student has been in close contact with a person who is positive for COVID-19, then the student must not enter the building until they are cleared by their healthcare provider, or have completed their quarantine period of 14 days from the last date of close contact with the COVID-19 positive individual without becoming symptomatic or diagnosed with COVID-19.
- Awaiting a COVID-19 Test Result
 - If any student is awaiting a COVID-19 test result, then the student must not enter the building until they test negative and meet the standard criteria to return to

school after an illness. If the student or staff member tests positive, then they should immediately begin a self-quarantine and seek further guidance from their healthcare provider or DC Health.

- Travel to a High-Risk State
 - If any student has traveled to any of the high-risk states designated by DC Health, the student must not enter the building and quarantine for a period of 14 days. Please note that a negative COVID-19 test result received within the 14 day quarantine period does not mean the student can stop quarantining and return. The student is required to finish the full 14 day quarantine period before returning to the building.

Hygiene

Washington Global has intensive hand washing strategies in place, which include washing with soap and water for at least 20 seconds, especially after going to the bathroom; before and after eating; and after blowing your nose, coughing, or sneezing. All students and staff are required to participate in proper hand hygiene protocol training at the beginning of the school year.

The School also has ample hand sanitizer throughout the building and in classrooms for students to use to keep their hands clean.

The School has hand cleaning supplies readily available in all classrooms, bathrooms, and offices. The School has also set up sanitizing stations in large common spaces including the locker areas, cafeteria, and the main entrance/exit.

The key times to perform good hand hygiene include:

- Before and after eating food;
- After using the restroom;
- Before and after putting on, touching, and/or removing the face masks or coverings, or touching his/her face;
- After blowing your nose, coughing or sneezing; and
- Entering and exiting a classroom, or between activities.

Washington Global has also taken the following steps to reduce the risk of the spread of COVID-19:

- Student's belongings are separated from other students' belongings and will be kept in individually labeled containers and cubbies within their assigned classroom.
- Increased the air circulation by providing standalone UV-C Air Purifiers in each classroom, office, and common area, and ensuring that the upgraded ventilation systems are operating properly.
- Encourage staff and students to bring their own water bottles and to avoid touching or utilizing water fountains. If a student or staff member does not bring his/her own water bottle, the School will provide his/her with an unopened bottle of water.
- Encourage staff and students to cover coughs and sneezes with a tissue by posting signs in all classrooms, offices and common areas as reminders. Once a tissue is used,

- the used tissues will be thrown in the trash and staff/students will immediately wash his/her hands with soap and water for at least 20 seconds. If soap and water is unavailable, hands will be cleaned with hand sanitizer that has at least 60% alcohol.
- Install no-touch fixtures, such as automatic faucets and toilets.

Social Distancing

Washington Global will ensure appropriate physical distancing for all students and staff, once the School moves into its hybrid phase, by:

- Maintaining a distance of six (6) feet between each individual, to the maximum extent feasible, in both indoor and outdoor settings.
- For indoor classes or activities, there will be no more than 12 individuals (staff and students) clustered in one classroom. If necessary, the School will add one additional staff member (13 total individuals) briefly to the group.
- For outdoor activities held by Washington Global, each group of 12 (or, briefly, 13) individuals must interact only with their own group and not mix between other groups. Each group must have extra physical (social) distance (more than 6 feet) between them and the next group.

Traveling to and from School

Students and staff will be encouraged to maintain at least six (6) feet of distance and to wear a face covering when traveling on public transportation as required, and to avoid congregating in large groups at intersections and transit stops.

Entering and Exiting School Strategies

In order to support physical (social) distance when entering/exiting school, Washington Global will follow the below procedures:

- Implement a staggered arrival and/or dismissal schedule for students scheduled to come in for in-person teaching.
- Washington Global may open additional doors for entry and exit to avoid funneling all students through a single point of entry if a staggered arrival and/or dismissal schedule is not in place.
 - Students will be directed to the door closest to their classroom or homeroom, when necessary, to avoid congestion and crowding in common spaces. In instances where the closest door to the classroom or homeroom is inaccessible for students with disabilities, Washington Global will implement individualized planning for entry and exit from the building.
- Washington Global has placed social distancing stickers and directional arrows along all entrances and exits, as well as hallways and common spaces.

When in-person learning resumes, students who fail to adhere to the above health and safety protocols will be required to move to virtual learning for a period of time

Visitors

During the public health emergency, per DC Health and OSSE guidelines, visitors to Washington Global are not allowed. Meetings will still take place but will be held virtually. We encourage families to reach out for a virtual meeting.

Emergency Drills and Protocols

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 will be serving meals following the physical (social) distancing and hygiene guidance per DC Health and the CDC during its virtual phase:

- Meals will be distributed to each student in pre-packaged boxes for 5 days' worth of meals with all components included with reheating and holding instructions for each meal, along with a daily menu of what is to be served for breakfast or lunch each day.
 - Distribution sites will be at the School and at a local site where the majority of the students reside since the majority of students travel to and from School using public transportation.
- Students will be reminded to wash hands before and after eating.
- Food Service Staff must wash hands before and after preparing food boxes and bags.

During in-person learning, Washington Global offers its standard and vegetarian lunches each day through a food service provider Preferred Meals, LLC. Students who participate in in-person learning will receive, upon arrival, a bagged breakfast to eat in their classroom. Students will also receive a prepackaged lunch to consume. Washington Global is a CEP school and therefore provides free breakfast, lunch, and afternoon snacks 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 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. Additionally, student lunches brought from home must be kept in their assigned cubby and cannot be shared among other students. Staff are unable to heat or refrigerate a student's lunch.

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

During virtual learning, students are strongly discouraged from eating or drinking during live classroom sessions. This is to prevent spills, which can damage the Chromebook.

During in-person learning, due to DC Health COVID-19 guidelines, lunch will be served in the classroom instead of the cafeteria. Washington Global has the same expectations for students having lunch in their classrooms as we would in the cafeteria. Global expects our students to demonstrate ideal behaviors and manners during the lunch period such as:

- Washing hands before and after eating their meals
- Cleaning up after yourself
- Talking at the appropriate volume level
- Avoiding horseplay

Unfortunately, until further notice any birthday or celebratory food will not be permitted at the school due to COVID-19 precautions.

If a student refuses to follow the rules and procedures or disrupts the lunch environment, he/she will face disciplinary actions.

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.

Washington Global PCS encourages families to dispense both temporary and maintenance medications outside of school hours. In those few cases where this is not possible, please bring in the medication to the school nurse once the School moves into its hybrid phase. The medication must be in the original container with the appropriate prescription label and the appropriate Student Health Authorization for Administration of Medication Form.

Except for an EpiPen, the student must have received the first dose of any new medication at home. We store the medicine in a secure location in the nurse's office, and the School will administer the medication from the school nurse's office. Please be aware that the medication cannot travel back and forth to school; once given to us for your student's use, it must remain with us until it needs to be refilled. Therefore, we strongly encourage you to ask for two separate prescriptions when at the doctor's office with your Student.

Usually, students are not allowed to have medication (prescription or non-prescription) of any kind in their possession at school. However, if your child needs to take medication or requires medical treatment during school hours, you must provide the appropriate forms, completed by your child's medical provider (Medication and Treatment Authorization Form, Asthma Action Plan and/or the Action Plan for Anaphylaxis). If students are allowed to self-administer medications for asthma, anaphylaxis, or diabetes while at school, this must be indicated on the appropriate medication action plan signed by the student's parent or guardian, and physician.

If you have any questions about which form is needed for your child, please contact the School. Forms should be submitted to your school's nurse along with appropriately labeled medication (if applicable). Parents must secure all remaining medication by the last day of school from the school nurse. Any medication left after the last day of school will be discarded.

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 COVID-19, stomach flu, flu, strep throat, chicken pox, measles, conjunctivitis (pink eye), ringworm, scabies, or lice. Students with any of these conditions or symptoms 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. Washington Global requires that the parent/guardian provides a doctor's note showing that their child is no longer contagious before their student can return to the building. Please notify the front office if you discover that your child may have been exposed to a contagious disease.

Temperature and Wellness Checks

Per DC Health and OSSE guidelines, all students will participate in a daily temperature and wellness check when: the student needs to enter the building to pick up items from the school, and/or when the School moves into its hybrid phase. The daily temperature and wellness check includes:

- Prior to entering the building, a Washington Global staff member will be stationed outside to perform the check. Each student will:
 - Be asked: if they have any of the following COVID-19 symptoms:
 - Fever (subjective or 100.4 degrees Fahrenheit) or chills
 - Cough
 - Congestion
 - Sore throat
 - Shortness of breath or difficulty breathing
 - Diarrhea
 - Nausea or vomiting
 - Fatigue
 - Headache
 - Muscle or body aches
 - New loss of taste or smell
 - Or otherwise feeling unwell
 - Be asked: if they have been in close contact with someone who has COVID-19.
 - Be asked: if they are waiting for a COVID-19 test result.
 - Be asked: if they have traveled outside of the DMV area in the last 14 days.
 - Be visually inspected for signs of illness, which can include flushed cheeks, rapid or difficulty breathing (with no recent physical activity), fatigue or extreme fussiness.
 - Have their temperature checked with a non-contact thermometer.

- If the student answers yes, or has any of the COVID-19 symptoms, the student will not be permitted to come into the building, and their parent/guardian must come to pick them up.
 - If a student has a pre-existing condition(s) that present with COVID-19-like symptoms, they must consult their medical provider and provide the School with a doctor's note. For the student to re-enter the school building, the note must state that the student has not been diagnosed with COVID-19 and are cleared by the provider to enter the building.

Students with High-Risk Conditions

DC Health recommends that any individual at increased risk for experiencing severe illness due to COVID-19 should consult with their medical provider before attending in-person activities at school. This includes, but is not limited to, people with:

- Cancer
- COPD (Chronic Obstructive Pulmonary Disease)
- Serious heart conditions
- Immunocompromised state from a solid organ transplant
- Obesity (Body Mass Index (BMI) of 30 or higher)
- Sickle cell disease
- Type 2 Diabetes Mellitus
- Chronic kidney disease

A complete list of conditions that might place an individual at increased risk of severe illness from COVID-19 can be found at <https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-with-medical-conditions.html>.

Any student who has a medical condition not listed but who is concerned about their safety is recommended to consult with their healthcare provider before attending in-person activities.

Students Who Develop a Fever or Signs of COVID-19 at School

If a student develops a fever or other signs of illness, Washington Global will follow the above exclusion criteria (under Temperature and Wellness Checks) regarding the exclusion and dismissal of students and staff.

Washington Global will immediately isolate the student from other students, notify the student's parent/guardian of the symptoms and that the student needs to be picked up as soon as possible, as well as instructing them to contact their health care provider immediately, and will immediately begin cleaning and disinfecting procedures for any area and materials with which the student was in contact.

Returning to Washington Global

There are separate re-entrance criteria for students who exhibit COVID-19 symptoms, awaiting a COVID-19 test, or was in close contact with a positive COVID-19 case:

- Symptomatic or Confirmed to have COVID-19
 - If a student reports any of the above symptoms, or is confirmed to have COVID-19, the student must not return to school until:
 - They have been cleared to return per their healthcare provider or DC Health instructions, AND
 - They complete the appropriate isolation period:
 - 72 hours after the fever has resolved without the use of fever-reducing medication (e.g., Motrin, Tylenol) and respiratory symptoms have improved; AND
 - At least ten days after symptoms first appeared, whichever is later; OR
 - They have a negative COVID-19 test and meet standard criteria to return to school after an illness.
- Close Contact with a Person Who is Positive for Covid-19
 - If any student has been in close contact with a person who is positive for COVID-19, then the student must not enter the building until they are cleared by their healthcare provider, or have completed their quarantine period of 14 days from the last date of close contact with the COVID-19 positive individual without becoming symptomatic or diagnosed with COVID-19.
- Awaiting a COVID-19 Test Result
 - If any student is awaiting a COVID-19 test result, then the student must not enter the building until they test negative and meet the standard criteria to return to school after an illness. If the student or staff member tests positive, then they should immediately begin a self-quarantine and seek further guidance from their healthcare provider or DC Health.

If your child is not feeling well in the morning, particularly if he or she has a fever of 100.4 degrees or more, do not send him or her to school. Parents/guardians should not send their children to school within 72 hours of vomiting/diarrhea or running a fever of 100 degrees or higher. Students should not return to school until a medical professional has cleared them to return and a note is provided via email to dgabriel@washingtonglobal.org.

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 attending meetings.
- Parents have withdrawn a student and fail to provide documentation of enrollment in another education institution within 10 days.
- Other reasons not provided above, but that are required to be reported.

Clothing Guidelines

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

During virtual learning, students will wear appropriate clothing at all times (i.e., no pajamas) without any derogatory pictures or words, abusive, suggestive or profane language; symbols of illegal substances; or any other words, symbols, or slogans that disrupt the learning environment.

During in-person learning, the students will follow the protocol below:

- Sixth grade
 - Green collared shirts with khaki or tan bottoms with an appropriate face mask covering the students nose and mouth.
- Seventh grade
 - Royal blue collared shirts with khaki or tan bottoms with an appropriate face mask covering the students nose and mouth.
- Eighth grade
 - Navy blue collared shirts with khaki or tan bottoms with an appropriate face mask covering the students nose and mouth.

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

All students are required to wear their Washington Global uniform and mask Monday, Tuesday, Thursday, and Friday. There will not be in-person schooling on Wednesdays to accommodate deep cleaning. During certain days, students will be permitted to wear a college/university shirt/PE wolf shirt with khaki pants/skirt; however, those days will be announced at the appropriate time. The dress code requirements, provided below, apply to students Monday through Friday.

Specific dress code requirements include:

1. Uniform shirts should 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 cubbies 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. **A long sleeve under shirt is permitted, however that shirt may NOT have an attached hood.**

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.*

Before & After Care

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/after-care, students must be officially registered. To register students, please fill out the Before/Aftercare agreement and return it to the main office. Before/after-care are based on first come, first serve agreement.

During in-person instruction, if permitted by health guidelines, before-care occurs between the hours of 7:00 am-8:30 am and after-care occurs between 2:30-5:45 pm. During these times, students are expected to abide by the same policies and expectations as the regular day. Students are expected to arrive at their designated after care location ten (10) minutes after dismissal 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. Space is very limited.
- 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 activity

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 after-care 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. The Washington Global app, phone calls, emails, text messages and our weekly newsletter assist us in informing parents and families about upcoming events. 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 communicate with the school and teachers 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.

Parents are welcomed to contact the school between the hours of 8 am-4 pm daily. If parents have a concern about their child's behavior or well-being, please contact the Dean of Students. If a parent has any other concerns or would like to schedule a telephone/virtual meeting with a staff member, please contact the Principal. If a parent has a question about the school, please contact the main office at (202) 796-2415.

Parent Notifications

Parents can access academic information and classroom information by using one of the web browsers listed below:

- Grades: PowerSchool: <https://wgpcs.powerschool.com/public/>
 - Log-in Information will be provided.
- Classroom assignments: Google Classroom
 - Log-in information will be provided to students upon acquisition of technology.
- Progress reports will be distributed (virtually) 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 in September 2020 by telephone.

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.

Independent Learning Tasks

Students will receive independent learning tasks at **least two times per week in each class**. Independent learning tasks are an extension and reinforcement of the days learning.

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 24 hours from the date of his/her return to make up any assignments to receive full credit and be marked “present” for a distance learning course. Teachers will contact parents if a student is failing a class.

Student Chromebooks

Student Chromebooks 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. WGPCS has a 2:1 Chromebook program, so students will have an assigned Chromebook at home for virtual learning, and students will have a designated Chromebook kept at the building for in-person instruction when the School moves to its hybrid phase. 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 at (202) 796-2415. 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.

Technical Support for Families and Students

Students might face challenges while trying to access or navigate our vast array of platforms. If the parent is looking for more information about what each platform does, read the brief blurb and follow the link below:

Digital Programs	Find More Information Here	How it Supports our Students
Google Classroom	https://edu.google.com/products/classroom	Google Classroom is our learning management system where students access lessons, Zoom links, announcements, and get feedback on their assignments. All school work will be done through or with Google Classroom.
Lexia	https://www.lexialearning.com/why-lexia	Lexia addresses the development of oral language, reading, spelling, and writing skills for students who are learning English or need remedial support. Students using Lexia will develop fundamental reading skills with the rest of their classmates and receive student-driven and teacher-directed personalized instruction.

iReady	http://i-readycentral.com/familycenter/what-is-i-ready/	iReady consists of two parts: Diagnostic and Personalized Instruction. The Diagnostic determines the students' needs and Personalized instruction is the targeted online lessons for each student. Students receive 45 minutes of online instruction in reading and math weekly.
Learning Ally	https://learningally.org/About-Us/Overview	Students will use Learning Ally as a reading platform where students are able to access books based on their lexile level. Teachers can create bookshelves and can assign books to students. Learning Ally contains all the books we will use in ELA class based on our Engage NY curriculum.
Get Epic!	https://www.getepic.com/	GetEpic is a reading platform for students to choose engaging informational and literary texts and books remotely. Teachers can assign books and can use the program to track students reading.
Fountas and Pinnell	https://www.fountasandpinnell.com/intro/	Fountas and Pinnell is a program that provides leveled texts to students that can be read in tandem with Zoom.
NewsELA	https://newsela.com/about/company/	NewsELA allows students to read current events that have been adjusted to meet their lexile level. Teachers can assign standards-based quizzes to the news articles to check for student understanding.
IXL	https://www.ixl.com/inspiration/family-stories	Students can utilize IXL in ELA, Math, Science, Social Studies and Spanish. This program provides students with targeted online lessons to each student.

If you need assistance with a technical issue, use the below chart to determine who you should contact for the best results.

Contact a teacher if...	Submit an official ticket if...
<input type="checkbox"/> You need a username or password for any academic site	<input type="checkbox"/> The computer is not starting despite being fully charged
<input type="checkbox"/> You have a minor technical issue (screen flipped, color inversion, mouse is moving slowly.)	<input type="checkbox"/> The computer is having issues connecting to the internet or school provided hotspot
<input type="checkbox"/> You need assistance with any sound settings	<input type="checkbox"/> The computer is physically damaged (missing keys or cracked screen)
<input type="checkbox"/> <input type="checkbox"/> You are having issues with Zoom or Google Classroom	<input type="checkbox"/> You have been locked out of the computer

Please submit a ticket by emailing tech@washingtonglobal.org. If you are unable to submit a ticket via email, please contact the main office at (202) 796-2415 for assistance.

The school will have regular virtual professional development sessions where we will go over the different platforms that the school utilizes throughout the year. Below are examples of professional development opportunities we will have throughout the year. Parents will be given advance notice via the weekly newsletter and will be given the Zoom information to attend the event.

- Google Classroom 101
- Google Suite (Docs, Slides, Sheets)
- Using Nearpod
- Learning with IXL
- iReady and Independent Growth
- Getting your Student Reading with Learning Ally and Get Epic!

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
- Standardized Assessments
- Performance on Internal Formal Assessments in Literacy and Mathematics

Digital 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.

Standardized Assessments

Student achievement on standardized assessments will be considered when deciding whether a student should be promoted. These assessments may include the PARCC, ANet, iReady, 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 have frequent conversations throughout 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.

Supporting Students Who Test Remotely

Parents/families will be contacted prior to the assessment explaining the importance of the assessment as well as assessment date and time. A testing resource guide will be provided to parents and students. The teacher/testing will make three different attempts to contact the parent or families if they cannot make contact with the family. Prior to testing students will be given a phone number for live support if they have errors logging on and taking the assessment, as well supporting any technical problems.

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: *Spell Read*, *Curriculum Based Interventions*, and *Fountas and Pinnell* 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. 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.

The SST team will continue to develop interventions to support the struggling students. Providing the students with Tier 1/classroom support or Tier 2 support Still, such interventions are worth attempting and documenting as they may help salvage at least some learning for the

student. I have listed steps below as a general process that the SST team can follow to find learners struggling with home-centered instruction and provide and document the plans to support the student.

- Survey Teachers- The SST members contact all teachers and request that instructors send them names of any students who are substantially underperforming or failing to participate in online instruction (they will complete a modified SST form).
- Schedule parent problem-solving conferences- The Director of Intervention schedules a phone call and/or video conference with parent(s) of at-risk students. During this call, parents and teachers discuss the concerns and develop a brief written intervention plan to address the concerns. The student will receive an at home Academic Support Plan.
- Archive SST plans- WGPCS will save and archive these home-based SST plans as part of the overall intervention record of at-risk students.

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; and
- A review of the student's school records.

The MDT will complete a comprehensive psycho-educational evaluation if the student is available for in-person testing. If the student is unavailable for testing during a hybrid or virtual environment, the MDT may proceed with the eligibility process without formal assessments by collecting student data and information for the psycho-educational and record review report. The data in the report will be analyzed and discussed by the MDT to determine whether a student meets one of the thirteen disability categories established by IDEA (2004) using OSSE and federal guidance. If needed, formal testing will occur when the student is available for in-person testing and an addendum to the evaluation report will be made.

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

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 pathologists, occupational therapists and physical therapists.

EL Program at Washington Global

Based on a parent's Home Language Survey, the student might be eligible for EL services at Washington Global. The Home Language Survey is not used to determine a family's immigration status; a family's residency status; or if the student is an English learner (this is determined by the English language proficiency screener). If the parents state that they use another language other than English as the primary language at home, then students will be given the World-Class Instructional Design and Assessment (WIDA).

Some students may participate in school fully remotely due to health and safety precautions and may be unable to take the EL screener test in-person within 30 days of the first day of school. As such, if timely in-person screening is not possible for a student due to full remote learning and/or health precautions, Washington Global will conduct a provisional EL screening. This procedure was developed by OSSE, with input from the State Title III Advisory Committee, as part of the District's response to the coronavirus (COVID-19) pandemic, in order to provide greater flexibility on the timing of full EL identification.

Washington Global PCS's language acquisition model is centered on meeting the individual needs of its EL population while ensuring that students are held to high academic standards. The goal of Washington Global's model is to facilitate students' acquisition of communicative and academic English, including writing, reading, listening and speaking. Students also work on grade-level, core content work with the EL specialist. Additionally, Washington Global also promotes a classroom environment that values the richness of diverse cultures and perspectives,

and promotes cultural awareness. The plan set forth below assumes that Global will offer 100% virtual instruction through November 6, 2020 and hybrid instruction with in-person offerings after that date.

Currently, Washington Global uses an English-only model of instruction. Based on the needs of its EL population, Global may offer EL services in different settings, including but not limited to: 1) Pull Out/Class Period Model where students are taught in general education classes in English and the EL specialist pulls EL student(s) out of class to provide services, and 2) Push-in Model where the EL specialist pushes into the EL students' academic classes to provide services to the individual student.

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; and
- 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; and
- 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; and
- 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

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

Focus will be placed on the positive behaviors which allow students to earn points. Used effectively, DeansList will support a positive in-person and virtual classroom environment while also allowing teachers to focus on academic support over behavioral discipline. Every class period, each student may earn a minimum of 1 point and a maximum of 5 points depending on the student’s behavior and effort towards academic achievement. These points should be entered into DeansList at the end of each class period or at the end of each day.

In-Person

1 Point: Student was present, however the behaviors displayed during the class period were not acceptable. The behaviors displayed during the class period were disruptive and may include the following:

- Inability to follow directions.
- Inappropriate comments and/or excessive talking.
- Classroom disruption.
- Refusal to complete classroom tasks.

2 Points: Student was present and displayed some positive behaviors, however those positive behaviors were infrequent. The behaviors displayed during the class period were moderately disruptive and may include the following:

- Excessive talking.
- Student was partially engaged during class.
- Minor disruptions that required teacher redirection.
- Student completed some of the classroom tasks and assignments with minimal effort.

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

- Student talked during class but not excessively; minimal disruption.

- Followed teacher directions and participated when asked to do so.
- Student completed most of the classroom assignments and tasks with minimal prompting.

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

- Student did not require any teacher redirection.
- Student contributed to a positive classroom environment.
- Student completed all of the classroom assignments and tasks with noticeable effort.

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

- Student took a leadership role in establishing a positive learning environment.
- Student behavior was exemplary and warranted praise.
- Student completed all of the classroom assignments and tasks with a positive attitude and noticeable effort while.
- Student attempted to assist peers in a positive manner.

Virtual

1 Point: Student arrived at the virtual classroom late. The behaviors displayed during the class period were not acceptable and may include the following:

- Inability to follow directions.
- Inappropriate comments and/or excessive talking.
- Inappropriate use of the technology.
- Classroom disruption.
- Refusal to complete classroom tasks.

2 Points: Student arrived to the virtual classroom on-time and displayed some positive behaviors, however those positive behaviors were infrequent. The behaviors displayed during the class period were moderately disruptive and may include the following:

- Engaged in excessive talking.
- Student was partially engaged during class.
- Minor disruptions that required constant teacher redirection.
- Student completed some of the classroom tasks and assignments with minimal effort.

3 Points: Student arrived to the virtual classroom on-time and displayed positive behaviors for a majority of the class. The student did not contribute to any classroom disruptions and displayed the following behaviors:

- Student talked during class but not excessively; minimal disruption.

- Student followed teacher directions and participated when asked to do so.
- Student completed most of the classroom assignments and tasks with minimal prompting.

4 Points: Student arrived to the virtual classroom on-time and displayed very positive behavior. The student completed all the necessary tasks during the class and displayed the following behaviors:

- Student did not require any teacher redirection.
- Student contributed to a positive classroom environment.
- Student completed all of the classroom assignments and tasks with noticeable effort.

5 Points: Student arrived to the classroom on-time and displayed exemplary behavior. The student took a positive leadership role during the class period and displayed the following behaviors:

- Student took a leadership role in establishing a positive learning environment.
- Student behavior was exemplary and warranted praise.
- Student completed all of the classroom assignments and tasks with a positive attitude and noticeable effort.
- Student attempted to assist peers in a positive manner.

Note: If a student arrives at the virtual classroom late, for reasons beyond their control, they can still be considered eligible for point categories above (1) one.

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 class/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
<p>Classroom disturbance (e.g., Talking loudly, getting out of seat without permission, off-task behavior)</p> <p>Tardy to class without a written excuse</p> <p>Noncompliance with cafeteria rules</p> <p>Failure to comply with classroom rules/expectations</p>	<p>The School will engage in one or more of the following actions:</p> <ul style="list-style-type: none"> • Telephone/virtual call from teacher/staff member to parent/guardian • Student conference • Written communication to parents
<p>Discourtesy</p> <p>Failure to carry out directives</p> <p>Defamation of character</p> <p>Loud, boisterous noise</p> <p>Bringing prohibited personal items (that are not dangerous) from home without school permission</p> <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>	<ul style="list-style-type: none"> • Loss of classroom privileges not related to academics • Parental conference • Special assignment • Time out (in room or virtual timeout) • Verbal reprimand • Detention (virtual or in-person) • Seating change (if in-person) • Time out with another teacher • Loss of extracurricular/outdoor activity • Parent signature on violation notice returned to school • Other responses deemed appropriate by the administration that fall within similar parameters as the above • Restorative Consequences, as appropriate

Examples of Tier One Behaviors (list is not exhaustive)	Appropriate Responses
<p>Minor teasing that does not include repeated acts of bullying Inappropriate displays of affection</p> <p>Other actions deemed to fit the definition of a Tier One offense by the school administration</p>	

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>Initiating bullying/cyberbullying</p> <p>Disrespectful or obscene language, images, and/or gestures</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, and administrator phone conference • Student and Principal/Dean phone conference • Principal/Dean and Parent telephone conference • Parent, student, and Principal/Dean conference • Referral to counseling services (school or external resource) • Withdraw of extracurricular privileges • Referral for Administrative Reflection (AR), or increased number of days in “AR” if student was already engaged in this process and parent contacted

Examples of Tier Two Behaviors (list is not exhaustive)	Appropriate Responses
<p>Inappropriate or disruptive physical contact (Pushing/shoving, horseplay) 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>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>Noncompliance with Washington Global’s health and safety policy</p> <p>Noncompliance with school’s technology /virtual policy</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"> • Conflict resolution session • Behavioral contract • Detention (Virtual Saturday School) • Other responses deemed appropriate by the administration that fall within similar parameters as the above, including restorative practices.

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 class/school/community/environment. 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>Encouraging or engaging in a demonstration disrupting the normal learning process</p> <p>Bullying/Cyberbullying</p> <p>Severe noncompliance with school’s technology/virtual policy</p> <p>Provoking a fight verbally and verbal threats</p> <p>Indecent exposure</p> <p>Major insubordination (that severely disrupts classroom environment)</p> <p>Possession or distribution of obscene materials</p> <p>Physical abuse: against any student, staff and/or other person not employed by the school Leaving school without permission</p> <p>Harassment (verbal, sexual, other)</p> <p>Possession and/or transmission of objects considered potentially dangerous to the</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 (in-person or virtual) • 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) • Complete Work in an Alternative Virtual Classroom Setting • Other appropriate response by administrator for misbehavior

Examples of Tier Three Behaviors	Appropriate Responses
<p>health, safety, and welfare of students and/or school personnel</p> <p>Throwing of potentially dangerous objects</p> <p>Smoking, any use or possession of tobacco products on school property or during school-sponsored events and activities</p> <p>Possession of marijuana or any related illegal or unauthorized drug</p> <p>Unsupervised lighting of matches, lighters, or any device with an open flame</p> <p>Tampering with fire extinguishers or fire alarms</p> <p>Engaging in sexual acts on school premises or at school related functions</p> <p>Forgery</p> <p>Gambling</p> <p>Possession of combustibles</p> <p>Continued or severe non-compliance with Washington Global's Health and Safety Policy</p> <p>Engaging in behavior that demonstrates gang/neighborhood crew affiliation (displaying clothing or gestures associated with gangs)</p> <p>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 (i.e., via email, cell phone, social media)</p>	

Examples of Tier Three Behaviors	Appropriate Responses
Other student actions deemed to be the equivalent of Tier Three offenses by school administration	

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) 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	Students who engage in Tier Four behaviors will immediately be removed from class/common areas to maintain a safe environment. If in the virtual environment, the student will be immediately removed (ex. placed in a waiting room on Zoom). 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 (Virtual detention or Virtual Saturday school) • Out of School Suspension (as appropriate and in accordance with local and federal law as outlined below)

Examples of Tier Four Behaviors	Appropriate Responses
<p>Possession/use/transfer of weapons (gun, knife, blade, mace)</p> <p>Selling and/or distribution of drugs/alcohol or another drug/alcohol violation deemed more severe than Tier III</p> <p>Continued Severe non-compliance with Washington Global’s Student Health and Safety Policy</p> <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>Threatening death to staff, a student, or another member of the school community</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 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>	

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 (DeansList). 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.

In the virtual environment, students will not be removed from the learning environment, but may be reassigned to another instructor while on suspension.

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 school safety. All students in out of school suspension still have access to the school's virtual academic program.

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 DC 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.
- In the virtual environment, students will not be removed from the learning environment, but may be reassigned to another instructor while on suspension.

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 the School following the grievance protocol outlined in the handbook. Please note that meetings will be held virtually until further notice.

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 Hearing/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. The review meeting can be conducted virtually if warranted by health/safety factors.
- A statement of the School discipline violation and summary of the meeting procedure will be provided but the School.
- 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.
- 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 the 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.
- One business day following the hearing, the School panel present will make a determination regarding hearing's outcome. The decision will be effective immediately.
- 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.
- 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 the School panel. The findings from the hearing will be approved and take effect immediately.
- 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, another Global staff member, 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 hearing can be conducted virtually if warranted by health requirements and policies.
- 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 will continue to work on the distance learning platform asynchronously and in alternative synchronous environments.

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.

Until further notice, all meetings will be held virtually.

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). Members 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 this behavior is a manifestation of his or her disability, he or she will not be suspended
- If the behavior is 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.

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Locker Search Guidelines

Lockers will most likely not be used during the 2020-2021 school year. However, 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
- Alternative virtual classroom with Dean
- 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 (Virtual and in-person)
- 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 weekly events such as Fun Fridays and shopping at the school store. Virtual celebrations have also been instituted and may include the following:

- Zoom music socials
- Zoom ice cream socials
- Assignment passes (homework, classwork, etc.)
- Virtual Game Party (Different virtual rooms open for students to transition through for fun and also win prizes...i.e., gift cards, WGPCS gear)
- Virtual Spirit Week
- Virtual meet and greet

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.

Wolfpack Wednesday and Other Onsite Tutoring

If health conditions permit, Washington Global may offer some optional, limited in-person tutoring and supplemental programming opportunities. These opportunities are not part of the regular school day and are considered supplemental. To protect the health and safety of the community, the conditions of the Community Health Compact must be followed, or students will be removed from the program. In addition, students engaging in other behavioral issues that put the health and safety of the school community at risk will be removed per the discretion of the administration and will resume fully virtual programming.

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-quality 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), which will be attended virtually until further notice.
- 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. Diana in the front office. Until further notice all meetings will be held telephonically or virtually for health and safety due to COVID-19 precautions and DC Health regulations.

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:

1. Promote good relations between and integration among its members;
2. Develop debate on educational matters among its members;
3. Communicate parents' views to the school in general matters relating to children's education and well-being; and
4. 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 (virtually until further notice) 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.

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 identifies 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 an 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 to 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 students 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, DC 20202-5901

Information may be added or edited throughout the school year. Families will receive notifications with updates.