



family handbook 2016-2017

mundo verde bilingual public charter school
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about our school

mission

Mundo Verde aims to foster high levels of academic achievement among a diverse group of students by preparing them to be successful and compassionate global stewards of their communities.

history

Mundo Verde is a public charter school serving students in pre-kindergarten through fifth grade. Using the expeditionary learning (EL Education) instructional model and curricula focused on *sustainability* and *biliteracy*, Mundo Verde prepares all its students to be caring, successful, and responsible in a world increasingly shaped by global, cultural, economic, and environmental forces.

Mundo Verde Public Charter School is the first and only school in the District of Columbia focusing on Education for Sustainability. The combination of bilingual and project-based education (expeditionary learning) is also unique in the District of Columbia. Mundo Verde was first incorporated in 2008 and awarded a charter from the D.C. Public Charter School Board in spring of 2010. In its first year Mundo Verde served 122 children with approximately 25 full-time staff.

Mundo Verde moved to the Mt. Pleasant/Columbia Heights neighborhood in August of 2012. In February 2013, Mundo Verde was awarded the J.F. Cook School building for use by the District of Columbia, providing permanent space to serve elementary students through fifth grade. School year 2014-2015 marked our momentous move to our permanent home base and the beginning of a wonderful new chapter of learning and community building.

Mundo Verde is chartered through high school, allowing students the option of enrolling in the District of Columbia International School (DCI), a joint middle-high school consortium comprised of five D.C. language immersion charter schools: Mundo Verde, along with D.C. Bilingual, Elsie Whitlow Stokes, Latin American Montessori Bilingual, and Washington Yu Ying.

Mundo Verde has been recognized both nationally and locally for a school-wide commitment to sustainability education and practice. The school has been named a U.S. Department of Education Green Ribbon School, an Ashoka Changemaker School, a winner of the 2013 Mayor's Sustainability Award, and is a Breakthrough Schools DC grantee. Mundo Verde now employs over 100 full-time staff and serves 564 students and their families in PreK-3 through fifth grade.

philosophy and vision

Mundo Verde takes its name from two Spanish words, *mundo* and *verde*. Together the words *mundo* and *verde* provide a visual and conceptual description of the society we envision for our children as parents and educators—a society that is joined together across differences of language, culture, and national origin to sustain our planet for generations to come.

- Translated to “green” in English, **verde** symbolizes the earth’s natural and living environment, our forests and rivers, clean air, green space—whether urban or rural—and the management and preservation of the earth’s resources for future generations.
- In addition to meaning “world,” **mundo** stands for the people who live on this planet, their cultures, languages, values, nations, and contributions, as well as the connections among them.

At Mundo Verde, we believe that a framework for the 21st century includes sustainability and bilingualism as essential tools for change, tools that give young people a sense of identity, culture, place, and purpose, as well as best preparing them to succeed and take on personal responsibility for tomorrow’s world. With local communities ever more woven into the broader global community, future leaders will need both

mind- and skill-sets well beyond those attained in a traditional curriculum. The next generation of leaders will need to be fluent and literate not just in one, two, or more languages but also in their capacity to innovate, integrate, and build partnerships across and beyond typical dividing lines of national borders, wealth/poverty, and resource scarce/plentiful communities. The vision and underlying values of Mundo Verde thus intentionally marry the teaching of enhanced language capabilities with the encouragement of broader mindsets and approaches needed to live and grow in ways that are sustainable.

The following beliefs guide our decision-making:

- *Sustainability* is defined as meeting the needs of the present generation without compromising the ability of future generations to meet their own needs—to prepare students to be active citizens in a complex and ever-changing world within a values-based framework.
- Mastering an understanding of politics, social science and science is crucial for successfully meeting the challenges of sharing a planet with finite resources.
- Tomorrow’s youth must be prepared to be *stewards*—contributing members responsible for their communities—who are empowered with a sense of personal and social accountability.
- Open-mindedness and conflict-resolution skills are nurtured by having an ethnically and economically diverse student body.
- Excellent communication skills, including biliteracy, are crucial for 21st century citizens to meet the challenges and opportunities of globalization.
- How children learn is as important as what they learn—process and content go hand in hand, and social interaction has a great impact on cognitive growth.
- Education is responsible for the development of the whole person intellectually, physically, emotionally, and morally.
- Knowing our students—individually, culturally, and developmentally—and knowing their families and working with them as partners are essential to creating a quality educational environment.
- Schools must represent, welcome, and nurture the full diversity of their communities – cultural, racial, ethnic, socioeconomic, gender, linguistic, religious, and sexual orientation.
- Schools are successful when all students, families, and teachers are valued, empowered, knowledgeable, and capable.

frequently asked questions (faqs)

| Question/Concern | Who to contact (see Staff Directory below) | How to contact |
|--|--|--|
| My child will be absent or late to school. | Front Desk | <p>Email: attendance@mundoverdepcs.org and copy (CC) your child’s lead teachers by 9:00am Include the student’s name, reason for the absence, and when the student is expected to return. If the student will be gone for an extended time, after emailing attendance@, request class work and make arrangements with teachers to collect it at school or have it emailed to you if possible.</p> <p>-or-</p> <p>Phone: Call the front desk 202-750-7060 and let them know your child will be absent. Make sure to complete an “excused absence form” and turn it into the front desk upon the child’s return.</p> |

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| I will be late picking my child up from after school. | Front Desk | Call the school as soon as you know you will be late. If for any reason you are not able to reach the front desk, you can leave a voice message or email attendance@mundoverdepcs.org . |
| I am sick or my other child is sick and I don't have anyone to take the student to school | Front desk to connect with Student Support Coordinator | Call/email attendance@mundoverdepcs.org or call/email the Student Support Coordinator as early as possible for planning suggestions. |
| I need to update my contact information. | Operations Staff | Complete and submit the online form available here: http://mundoverde.tfaforms.net/12 Send questions to info@mundoverdepcs.org . |
| I would like to register/pay for meals, bus/ before/after-school programming, sign up for recurring payments or other services. | Operations Staff | <p>Register:</p> <ul style="list-style-type: none"> • <i>Meals:</i> Complete this Sign-Up Form - http://mundoverde.tfaforms.net/18 • <i>Before/After School Program:</i> Complete this Sign-Up Form - https://mundoverde.tfaforms.net/67 <p>Pay for Bus, Meals and/or Before/After School:</p> <ul style="list-style-type: none"> • At the Front Desk via credit card, check or cash • OR make Recurring Payments, signing up for here - Credit Card Authorization form 2016-2017 https://mundoverdepcs.wufoo.com/forms/credit-card-authorization-form-sy17/ <p>Questions: Send to info@mundoverdepcs.org</p> |
| I have questions about the curriculum. | Lead Teachers | For detailed or time bound questions, consult your child's teacher. If you feel your questions have not been answered, consult the Principal. |
| My child needs to take medicine during the school day | School Nurse | Send questions to health@mundoverdepcs.org |
| My child has lice | School Nurse | Send questions to health@mundoverdepcs.org |
| How do I get uniforms? | Operations Staff | You can buy shirts at the Front Desk all day <i>except</i> during arrival (8:00am-8:45am) or dismissal (3:15pm-3:45pm). Send questions to info@mundoverdepcs.org . |

| | | |
|--|---|--|
| I have concerns about my child's academic progress. | Lead Teacher in the Language(s) of concern | Please contact your child's teacher via phone or email. If you still have concerns please contact the Principal. |
| I have concerns about my child's homework. | Lead Teacher in the Language(s) of concern. | Please contact your child's teacher via phone or email. If you still have concerns please contact the Principal. |
| I have concerns about my child's socio-emotional development and/or behavior. | Lead Teacher in the Language(s) of concern | Please contact your child's teacher via phone or email. If you still have concerns please contact the Student Support Coordinator. |
| I would like my child to be seen by a social worker/ counselor. | Lead Teacher in the Language(s) of concern | Please contact your child's teacher and/or the Student Support Coordinator. |
| A cost associated with attending school (uniforms, school supplies, etc.) is a hardship for my family. | Business Manager | Please contact the Business Manager at invoice@mundoverdepcs.org . |
| I would like to volunteer in my child's classroom. I would like to volunteer in the school. | Lead Teachers | To volunteer in your child's classroom (after the first six weeks of school), you may contact your child's teacher directly to organize. If you still have an unsatisfied interest please contact the Outreach Coordinator (Elsa Jimenez, ejimenez@mundoverdepcs.org). Please see the list of volunteer activities and the contact information here if interested in volunteering at the school. |
| I am interested in shuttle bus transportation. | Operations Associate | Registration occurs on a rolling basis until full. Morning pick up and afternoon/evening drop off occurs at Lamont Park in Mt. Pleasant. There may be an opportunity to join mid-year depending on ridership, however it is not guaranteed and is on a first-come first-serve basis. All queries should be sent to bus@mundoverdepcs.org . |
| I have a problem regarding my child in before or after school. | Extended Programs Director | Please call or email our Director of Extended Programs, Gloria Quirarte, at gquirarte@mundoverdepcs.org . If s/he is not available, contact the front desk and they will point you to the designee for the day. |
| I have a fundraising idea. | Development Manager | Please contact the Development Manager, Isadora Carreras, at icarreras@mundoverdepcs.org . |

staff directory

Click [HERE](#) for an online staff directory, by title and email (also included in family welcome packet).
[\[http://tinyurl.com/MVPCS-Staff-Directory\]](http://tinyurl.com/MVPCS-Staff-Directory)

academics

overview of curriculum

With a rigorous and hands-on, project-based curriculum focused on *sustainability* and *biliteracy*, Mundo Verde prepares all its students to be caring, successful and responsible adults in a world increasingly shaped by global cultural, economic, and environmental forces. Mundo Verde graduates will go on to be:

- **Lifelong learners:** Active, independent, and knowledgeable individuals.
- **Biliterate:** Effective and respectful communicators in English and Spanish.
- **Active-minded stewards:** Compassionate stewards of their communities and the Earth.

Mundo Verde's curriculum is framed around the unifying themes of biliteracy and sustainability. It emphasizes the mastery of literacy and language acquisition in both English and Spanish; high performance in all subjects including math, science, social science and the arts; and the critical thinking and deep understanding of complex issues that are core to Education for Sustainability. The hands-on, project-based learning expeditions and student-centered curriculum are based on standards that prepare Mundo Verde graduates to excel in high-performing college preparatory high schools and go on to college and the career path of their choice. Performance is measured using standardized test results, interim/benchmark assessments, performance assessments, portfolios, anecdotal records, and individual assessments.

Recognizing the impact of instruction and social interaction on cognitive development and academic achievement, Mundo Verde's educational model places a heavy emphasis on methods of instruction, which ensures that our teachers support all our students in their mastery of the standards. Instruction is hands-on, project-based, and learner-centered and will integrate content across the curriculum. Each of these factors informs our selection of the instructional resources and materials that guide teachers in helping students master the standards. Finally, our staff has regular time to reflect—professional time dedicated to evaluating student work and adjusting the pacing, scope, and sequence of instruction as necessary to ensure students master the standards.

why sustainability?

Mundo Verde believes that education for the 21st century should prepare young people to take on personal responsibility for tomorrow's world. Mundo Verde is founded on the premise that our world needs the next generation to be community stewards. Community stewards are members of society that contribute to and are responsible for their communities, empowered with a sense of personal and social accountability to build a more sustainable world.

Mundo Verde students learn about sustainability primarily through learning expeditions. Expeditions are focused on the natural, social, and economic systems that comprise our complex world, their interconnectedness, and the local sustainability problems that exist between these systems. The sustainability topics explored in our expeditions are designed to be age appropriate, building from a study in community and natural cycles and systems, to exploring what is justice and equity. Nature becomes an outdoor classroom, and students frequently conduct fieldwork in the school garden and the area's surrounding parks and rivers. Through expeditions students gain a layered understanding of systems, a

deep understanding of and affinity for their community and the natural world, and learn the interdisciplinary problem-solving skills needed to create a more sustainable society.

why biliteracy?

In a world increasingly shaped by global forces, fluency in more than one language and cross-cultural competence are increasingly critical skills. Our commitment to biliteracy for all our students is based on the belief that fluency in more than one language provides a number of benefits to our students, from the ability to communicate easily and comfortably with speakers of two languages to better job prospects in the future. The desired outcome of our language immersion program is for our students to comfortably and successfully communicate in and learn through both English and Spanish. While integrated throughout the curriculum, a language immersion program is by its nature literacy-based. The biliteracy curriculum is central to our aim to ensure that all our students attain:

- **English and Spanish Language Proficiency**, including reading comprehension and oral and written fluency in cognitive/academic language.
- **Performance at Grade Level**, in all academic subjects, regardless of native language.
- **Positive Cross-Cultural Attitudes**, and behaviors that reflect those attitudes.

why two-way immersion?

Mundo Verde has adopted the two-way immersion approach identified by the Center for Applied Linguistics as the strongest approach to achieving biliteracy in early childhood and elementary programs. In Mundo Verde's two-way immersion approach, students learn academic content in two languages, spending at least half their time in a Spanish-speaking classroom in 1st grade and up, and experiencing full Spanish immersion in grades Pre-K and kindergarten. Their learning is not identical in each language classroom, but is carefully planned to create cohesive instruction where the important elements of each language—Spanish and English—the strengths of each teacher, and the timing of instruction guide what concepts are learned in each classroom. Routines, rules, and classroom environments are coordinated to create a unified learning experience for the children.

why expeditionary learning?

EL Education is our framework for creating an ideal educational experience for our students. EL Education is a nationally recognized, comprehensive school model based on principles and methods that research has shown work for all grade levels. It emphasizes high achievement through rigorous integrated curriculum, teaching practices that require active participation of all students, character growth, teamwork, and collaborative leadership. EL Education's hands-on, active approach supports rich language and literacy development and reinforces the values of sustainability education.

The following ten Design Principles reflect the educational values and beliefs of EL Education and related thinking about teaching, learning, and the culture of schools:

- *Self-discovery* – helping students discover their abilities, values, and passions.
- *Having wonderful ideas* – giving students time to think, question, experiment, and make sense of what they observe.
- *Responsibility for learning* – helping students and teachers to be responsible for learning individually and as part of a group.
- *Empathy and caring* – promoting an atmosphere of respect for sharing ideas and mutual trust.
- *Success and failure* – allowing students to learn from their successes and failures.
- *Collaboration and competition* – integrating individual and group development; students are encouraged to compete not against each other but with their own personal best.
- *Diversity and inclusion* – encouraging students to investigate and share their own unique cultures and histories.
- *The natural world* – fostering a direct relationship with the natural world.

- *Solitude and reflection* – providing time for students and teachers to make connections and reflect on their learning.
- *Service and compassion* – preparing students with skills and attitudes to be of service to others; “we are crew not passengers.”

Learning expeditions, a core practice of the EL Education model, are long term, in-depth studies of social studies and science content of real-world issues. Through expeditions, students produce high-quality work that is shared not just with parents, teachers, and peers, but also with the larger community. Every grade level conducts two expeditions per school year, each lasting ten to twelve weeks. Mundo Verde expeditions are framed around key concepts of sustainability: the natural, social, and economic systems that comprise our complex world.

assessment

Mundo Verde considers assessment an integral part of a successful educational program. We use a variety of evaluation tools throughout the school year to provide an individual, holistic, and accurate picture of student learning and teacher and program effectiveness. This practice gives us information that is fair, meaningful, and useful, both for evaluating the school’s performance and ensuring we are continually meeting each child’s needs. At Mundo Verde, student progress and growth are assessed with both formal and informal measures. Teachers practice ongoing assessment of student understanding, matching the purpose and function of each assessment to learning targets for that grade level and using the results to document student progress and guide instruction. We have also selected standardized tests that track student development towards the mastery of specific, measurable knowledge and skills, and specifically address our goals and methods of instruction.

Our faculty is trained and committed to analyzing assessment results to evaluate our effectiveness at the student, classroom, and school-wide levels. Teachers and administrators use this information to tailor instruction and modify other aspects of the program in order to meet each student’s needs so that his or her performance will reach or exceed grade-level. In addition to class-based, teacher-made assessments, students are evaluated using the following assessments in the following grades for the purpose indicated. If you have any questions regarding these assessments, please contact the Principal.

What assessments do we use?

| Teacher-designed Assessment | | Curriculum-provided Assessment | |
|--|---|---|---|
| <ul style="list-style-type: none"> • Assessments for learning (formative): checklists, observations, mid-unit on-demand tasks • Assessments of learning (summative): End of unit on-demand tasks, final products | | <ul style="list-style-type: none"> • Teaching Strategies GOLD documentation • Eureka Math daily, mid-module and end of module assessments | |
| Classroom Standardized Assessment | | State-mandated Standardized Assessment | |
| Evaluación del desarrollo de la lectura 2 (EDL2)* | <ul style="list-style-type: none"> • Kinder - 5th Grade • Spanish reading diagnostic • Beginning, Middle and End of year | Partnership for Assessment of Readiness for College and Careers (PARCC)* | <ul style="list-style-type: none"> • 3rd - 5th Grade • ELA and Math Common Core State Standards |
| Fountas & Pinnell* | <ul style="list-style-type: none"> • 1st - 5th Grade • English reading diagnostic • Beginning, Middle and End of year | NCSC Alternate Assessment | <ul style="list-style-type: none"> • 3rd - 5th grade students with serious intellectual disabilities • Substitute for PARCC |

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| GMACE* | <ul style="list-style-type: none"> • Kinder - 2nd Grade • Math • Middle and End of Year | ACCESS for ELLs | <ul style="list-style-type: none"> • K-5th Grade English Language Learners • Spring • Results used to determine ELL status for following year |
| Achievement Network Benchmark Assessments | <ul style="list-style-type: none"> • 3rd - 5th Grade • ELA and Math CCSS • PARCC preparation and readiness | DC Science Assessment* | <ul style="list-style-type: none"> • 5th Grade • Next Generation Science Standards |
| Pre-IPT/ IPT | <ul style="list-style-type: none"> • PK - 5th Grade • Spanish oral language skills • End of Year • English version used to screen for ELL status at beginning of year | K-WAPT / WAPT | <ul style="list-style-type: none"> • K-5th Grade • English language ability • Administered to students during first year of enrollment if parents report a language other than English is spoken at home |
| | | CLASS* | <ul style="list-style-type: none"> • PK • Observations of classroom environment and teacher interaction • Not an assessment of students |

*School-wide results are published publicly by the Public Charter School Board and/or the Office of the State Superintendent.

Mundo Verde may also be called upon by the Office of the State Superintendent or Public Charter School Board to participate in research studies by administering assessments, such as the Terra Nova or National Assessment of Educational Progress, to a sample of students. When this occurs, families are notified and participation is voluntary.

Families may request to view their child's assessment results at any time by scheduling a parent/teacher conference with their child's teacher(s). Teachers can provide assessment scores as well as explanation of the assessment and expected results. Copyright restrictions limit Mundo Verde's ability to provide full copies of assessments to families.

accountability results

All D.C. public charter schools gather data about their students' achievement and growth as well as mission-specific factors. These results are shared with the Public Charter School Board annually. To see Mundo Verde's most recent accountability results, please visit the D.C. Public Charter School Board's website at <http://www.dcpccb.org/>.

homework

Homework begins in kindergarten and the volume is based on the National Parent Teacher Association (PTA) guidelines. The National PTA recommends approximately 10 minutes of homework per night, per grade. Therefore kindergarten students will receive a maximum of 10 minutes per night or less of homework. Mundo Verde believes that homework should be meaningful and connected to the school day experience, linking home to school and reinforcing skills already learned. Establishing good homework habits at an early age is an important way to develop personal responsibility as students prepare for future assignments and projects as they grow academically. Homework is an opportunity for families and

teachers to partner in their students' education. Families are encouraged to monitor homework completion and offer assistance if needed, and if able.

The following is a guideline for expectations for students depending on grade:

grades PreK-3, PreK-4

- Read to your child daily from your home library or from public library collections for at least 15 min.

kindergarten

- Read to your child daily from your home library or from public library collections for at least 15 min.
- Complete weekend reading provided by the school each weekend.

first grade

- Read to your child daily from your home library or from public library collections for at least 10 min. OR Have your child read to you daily 10 min. from leveled selections provided by the school.
- Complete activities in math, reading and writing at least 2x/ week.

second grade

- Have your child read to you daily 15 min. reading provided by the school each week.
- Complete activities in math, reading and writing at least 2x/ week.
- (Optional) Read to your child daily from your home library or from public library collections for 15 min.

third - fifth grades

- Have your child read to you daily 20 min. reading provided by the school each week.
- Complete teacher provided activities in math, reading and writing at least 2x/ week.
- (Optional) Read to your child daily from your home library or from public library collections for 15 min.

see [Appendix d for more information on homework](#) (page 59).

shared homework responsibilities¹

students' responsibilities:

- Get the assignment and ask for help if the assignment is not clear.
- Copy all assignments (grades 4-5), carefully recording due dates and important information.
- Set a time each day to do homework (grades 4-5).
- Check work and, if possible, explain it to an adult.
- Maintain the highest quality work on homework assignments.
- Take home all necessary resources, such as packets, textbooks, notes, and study guides.
- Bring the completed homework to school when it is due.
- Be responsible for getting assignments when absent from school.
- Be responsible for taking care of, and returning, any borrowed resource materials.

parents' responsibilities:

- Promote a positive attitude toward homework as part of the learning process.□
- Understand and reinforce expectations for the quality of student work.□

¹ Adapted from the Shrewsbury Public Schools, the homework policy defines the responsibilities of students, parents, teachers, and principals. (Shrewsbury Public Schools 2002).

- Provide a designated and consistent place and time, structure, and tools needed to help the child organize and complete homework.□ Ensure that designated spaces stays organized, and free of clutter and distractions.
- Be available to provide supervision and support, but do not do the assignment. Understand the amount of assistance appropriate for homework assignments.□ Communicate often with the student and his or her teacher, giving feedback to the teacher when there is a homework concern.□
- Learn strategies and techniques for helping the student by taking advantage of opportunities such as parent homework clinics.

teachers' responsibilities:

- Identify the purpose of homework assignments for parents and students.
- Establish objectives and guidelines for special projects, including any expectations for parent participation.
- Follow the guidelines for the amount of time designated for homework, including special projects. Plan with your language and grade level partners to ensure consistency in the amount of homework given.
- Communicate expectations to students.□
- Post all assignments and provide time for students to record them.□
- Model homework strategies and provide models as appropriate throughout the school year.
- Review homework for completion.
- Establish a system for recording and reporting homework.
- Ensure that resources and materials required for homework projects are easily obtained by students.□
- Provide ways for parents to communicate with teachers about homework.□
- Notify parents early regarding homework problems and missing assignments.□ Assign long-term projects so that the completion time includes more than one weekend and is not limited to a school vacation period.□
- Discuss homework practices with colleagues and provide guidelines for the type of homework at each grade level.

principal's responsibilities:

- Ensure that homework is consistent with the school's educational goals.
- Facilitate communication between classroom and specialist teachers concerning homework.
- Monitor and support the teachers in the implementation of homework guidelines. Encourage teachers to use homework as a tool to reinforce learning.
- Be aware of the assignment of major projects and their impact on students' overall educational program.
- Support the need for balance among the many learning activities besides homework in students' lives.
- Facilitate the communication process between the school and home and help maintain the parent/school partnership as it relates to homework.

time limit guidelines (Includes both English and Spanish)

Grade 1 15 min. Monday–Thursday

Grade 2 25 min. Monday–Thursday

Grade 3 35 min. Monday–Thursday

Grade 4 45 min. Monday–Thursday

Grade 5 45 min. Monday–Friday

creating a climate for learning

Mundo Verde cares not only about students' academic progress, but also about their growth as healthy young people. Our school culture emphasizes character and mutual respect, and focuses on developing a caring, supportive school community in which students participate fully in solving problems, including problems of behavior. We believe that students' growth toward cultural awareness, global stewardship, and critical problem solving depends on becoming active members of a caring community. We further believe that experiences with decision-making and problem-solving in school with adult support enables children to practice the skills they need to handle conflicts as they arise. Adults at the school work together with families to encourage students to develop the skills outlined by our habits of community stewardship (referred to as ESPICA - the acronym created from the habits themselves). These character values are integrated throughout our school culture - Empathy, Speak Your Truth, Perseverance, Inquiry, Collaboration, Appreciation/ Joy. Mundo Verde wants students and staff to show understanding and mutual respect of others by treating others with kindness, compassion, generosity and a forgiving spirit. We want students and staff to contribute positively to the school community. As students and staff become part of the Mundo Verde family, it is this commitment that will assist us in reaching both our programmatic and educational goals. These values are integrated into our code of conduct and are the cornerstone of the classroom norms teachers and students establish.

Mundo Verde's focus on culture and character is informed deeply by EL Education, which establishes that schools build cultures of respect, responsibility, courage, and kindness, where students and adults are committed to quality work and citizenship. School structures and traditions ensure that every student is known and cared for, that student leadership is nurtured, and that contributions to the school and world are celebrated. Students and staff are supported to do better work and be better people than they thought possible. Below is a description of the most important Mundo Verde school structures and traditions for creating a climate for learning: habits of community stewardship (ESPICA), responsive classroom ©, crew, and celebrations of learning.

habits of community stewardship (ESPICA)

As members of Mundo Verde school we all strive to embody the characteristics of Community Stewardship by practicing six community-building values and virtues everyday. We understand that we matter- our actions attitudes and priorities today will leave an imprint on generations to come. We are charged with caring for the world around us so as not to sacrifice the needs of others in the present or those in the future.

(E) Empathy: No one sees it the same as another, but we have our hearts and eyes open for different ways to see a person or situation. We can attempt to see as if through another person's eyes. Empathy is respect for self, others and the world around us. When we act in a caring way for someone or something else we experience love and joy. Empathy is to remember the word 'ubuntu' - I am because you are; my humanity is tied to yours. Empathy promotes fairness and justice toward others. Empathy does not assume that our challenges are the same, but that we can all have what we need in an environment of respect and equity and that we are willing to advocate for our own needs and the needs of others.

(S) Speak Your Truth: One must be able to speak their truth in a learning community. Growth is born of being able to bravely face our current reality and express our vision and desires for what is possible. We can say respectfully what we think and feel knowing that others will receive it respectfully.

(P) Perseverance: To persevere is to try, and try again. It is to work and revise until we are pleased with the quality of our effort and the craftsmanship of our work. Nothing is perfect, but we learn from our mistakes and never give up on one another or ourselves. When we work harder we get smarter.

(I) Inquiry: We dare to ask why, how, and how do we know? It is the risk taken when one admits not knowing, and the engine of wonder and curiosity that supports true exploration.

(C) Collaboration: Together we accomplish more than any one of us alone. The diversity of our voices and perspectives combine to create something richer than any one individual. All students belong to all of us. The support, caring, and learning of all members of Mundo Verde are in all our hands.

(A) Appreciation: Appreciation is a way of taking time to notice our pleasure with ourselves, one another, and the world around us. Always there is someone to be acknowledged, or something to be recognized, for we are learners with something new to share and treasure. Appreciation creates joy. Joy is the way in which we make happiness present in all the work we do. To make joy present is to create a warm, fun and healthy place for the Mundo Family to learn, love, and grow.

responsive classroom

Mundo Verde's approach to behavior and discipline is derived from the Responsive Classroom model, which incorporates social learning into the daily program.

guiding principles

The *Responsive Classroom* approach is informed by the work of educational theorists and the experiences of exemplary classroom teachers. Seven principles guide this approach:

1. The social and emotional curriculum is as important as the academic curriculum.
2. How children learn is as important as what they learn.
3. Great cognitive growth occurs through social interaction.
4. To be successful academically and socially, children need to learn a set of social and emotional skills that include cooperation, assertiveness, responsibility, empathy, and self-control.
5. Knowing the children we teach—individually, culturally, and developmentally—is as important as knowing the content we teach.
6. Knowing the families of the children we teach is as important as knowing the children we teach.
7. How we, the adults at school, work together is as important as our individual competence: Lasting change begins with the adult community.

classroom practices

The *Responsive Classroom* is a general approach to teaching, rather than a program designed to address a specific school issue. It is based on the premise that children learn best when they have both academic and social-emotional skills. The *Responsive Classroom* approach consists of a set of practices that build academic and social-emotional competencies and that can be used along with many other programs. These classroom practices are the heart of the *Responsive Classroom* approach:

- **Morning Meeting**—gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead
- **Norms Creation**—helping students create classroom norms to ensure an environment that allows all class members to meet their learning goals
- **Interactive Modeling**—teaching children to notice and internalize expected behaviors through a unique modeling technique
- **Positive Teacher Language**—using words and tone as a tool to promote children's active learning, sense of community, and self-discipline
- **Logical Consequences**—responding to misbehavior in a way that allows children to fix and learn from their mistakes while preserving their dignity
- **Guided Discovery**—introducing classroom materials using a format that encourages independence, creativity, and responsibility

- **Academic Choice**—increasing student learning by allowing students teacher-structured choices in their work
- **Classroom Organization**—setting up the physical room in ways that encourage students' independence, cooperation, and productivity
- **Working with Families**—creating avenues for hearing parents' insights and helping them understand the school's teaching approaches
- **Collaborative Problem Solving**—using conferencing, role playing, and other strategies to resolve problems with students

crew

In elementary schools, Crew provides a time to focus on relationship building with students and between students. Crew Leaders set the tone for high achievement by engaging students in collaboration and competition in a joyful, supportive environment. During Crew students develop a sense of community and belonging at school. They are provided daily opportunities to build strong relationships with their peers and to increase their confidence. One goal of crew time is to introduce the Habits of Community Stewardship. Each month, the school will focus on a different Habit of Stewardship:

- Month 1 First Six Weeks of School: What is Crew?
- Month 2 October: Community Stewardship
- Month 3 November: Empathy
- Month 4 December: Speak Your Truth
- Month 5 January: Perseverance
- Month 6 February: Inquiry
- Month 7 March: Collaboration
- Month 8 April: Appreciation

Crew learning targets and lesson plans will help students understand what the Habits of Community Stewardship are and why they are important. Students will have dedicated opportunities to practice the Habits during Crew time and during recess. Each grade level will learn about every Habit but will focus more deeply on one Habit throughout the school year. There will be several opportunities for classes to inform the rest of the school about what each Habit means at Mundo Verde.

- Pre-K: Empathy
- Kinder: Inquiry
- First: Perseverance
- Second: Speak Your Truth
- Third: Empathy
- Fourth: Appreciation
- Fifth: ESPICA

who is CREW?

Crew is made up of the teachers and staff in each classroom.

when is CREW?

All day, every day.

Morning Meeting: Everyday

- Crew activities happen every day during morning meeting. During Morning Meetings, students will participate in songs, greetings and games that will allow them to build strong relationships with their peers. Students will be given multiple opportunities daily to practice Mundo Verde's Habits of Community Stewardship. The morning meeting consists of:
 - Greeting
 - Activity

- Share
- Morning Message

Closing Meeting: Everyday

- Students will come to the circle before going home to reflect on their day. Teachers will ask students open-ended questions about their day that encourage them to analyze and synthesize their learning. Students will participate in a daily song or activity to close out the day on a positive note and to continue building community.

Talking Stick Discussions

- Crew provides classes an opportunity for classes to engage in group discussions about topics affecting the group and group dynamic. Teachers or students can decide on topics for discussion based on the needs of the group. Crews can use a talking stick format to ensure that all students are able to voice their feelings.

Social Emotional Lessons: Everyday

- Social emotional lessons are taught daily with extra time provided for longer lessons on the first two Wednesdays in a month. These lessons are aligned with the Habit being studied each month and are developmentally appropriate for each grade level. The lessons are tied to the learning targets that will appear on quarterly report cards.

Outdoor excursions: Three times/ year

- Crews participate in a monthly excursion to an outdoor space like Rock Creek Park, Kenilworth Gardens, or the Arboretum. Crews will use these excursions for active games and for inter-Crew sports competitions. These excursions will provide opportunities for team building through adventure activities such as neighborhood walks, hikes, and ropes courses. Students will participate in activities that further their learning about Mundo Verde's Habits of Community Stewardship.

Community Meeting: 4th Wednesday

- Crews will gather together from across the school in the Zocalo on the last Wednesday of each month. At the community meeting, crews will have the opportunity to share their learning and progress towards the learning targets aligned with Mundo Verde's Habits of Community Stewardship. Community meeting will consist of a greeting, song, share of student work, announcements/recognition, initiative, initiative debrief, closing thoughts, and closing song.

why CREW?

The Mundo Verde CREW program fosters a school community honoring the practices and traditions that exemplify the Habits of Community Stewardship. Through CREW, we explore our challenges, we communicate our concerns, we reflect on our experiences, and we celebrate our achievements. We seek, through CREW, to discover our connections and responsibilities to ourselves, Mundo Verde, our families, our community, and our natural world.

CREW curriculum

Through our social emotional learning curriculum, teachers have the flexibility to apply the themes most pertinent to their CREWS and curriculum beyond those scheduled monthly.

- Emergent Issues: Issues that emerge from the students themselves are a valuable source of themes for discussion.
- Portfolios: Students may regularly use CREW time to develop their portfolios, with the guidance and encouragement of their CREW leaders.
- Service: Culture Coordinator will develop opportunities for CREWS to involve themselves in service learning activities, in coordination with classroom- and expedition-based service learning.

the first six weeks of school

Mundo Verde intentionally structures the first six weeks of school to lay the groundwork for a productive year of learning. By taking the time to build a solid foundation of expectations and routines in the early weeks of school, students and teachers are more focused and efficient with instruction activities. This can

pay off all year long in increased student motivation, cooperation, responsibility, and self-control. During the first six weeks of school, teachers focus on getting to know their students well, both academically and personally. Academic content is primarily a review of what students should know coming into their grade, to allow all students to feel confident when new content is introduced gradually over week five and six. This allows students to concentrate on learning how to work well with their teacher, peers, and old content before the added stress of grappling with new learning.

celebrations of learning

A Celebration of Learning (or Expo) is a public demonstration that lets students show parents, teachers, and members of the community what they are learning and doing in school. We ask that all students and families attend our exhibitions. The Expo may include artwork, research results from an experiment, written work, tests, or other projects. At Expo students demonstrate what has been learned more clearly than just a grade on a report card can. It also gives other students ideas that will help them improve their own work and helps to set a standard for excellent work from all students. Celebrations of Student Learning are the most important way for us to both celebrate work and to hold students and the school accountable to parents and others who care about the school. [See pages 38-49 for more on celebrations of learning, and other strategies to support your child's academic development, and page 34 for information on social celebrations].

expectations for student conduct

approach

Mundo Verde seeks to develop students' intrinsic motivation to behavior appropriately at school by teaching and modeling our Habits of Community Stewardship (ESPICA). Expectations for student conduct align to ESPICA and are taught explicitly during the first six weeks of school. Staff will utilize proactive approaches to classroom management (Responsive Classroom, Collaborative Problem Solving, Response to Intervention) to teach the skills that address and help prevent negative behavior.

student rights and responsibilities

Students have the following rights and are expected to fulfill the following responsibilities.

| Student Rights | Student Responsibilities |
|--|--|
| <i>Students have the right:</i> | <i>Students have the responsibility:</i> |
| To be shown respect | To show respect to others in word and deed |
| To be heard | To speak at appropriate times, in an appropriate manner, and to listen patiently to others |
| To be taught by a caring and competent teacher | To be prompt and prepared each day |
| To disagree with others | To resolve all conflicts peacefully and quickly |
| To experience the joy of learning | To strive for excellence and to persevere in the face of challenges |

Students may share their beliefs during class discussions and in the context of class assignments. Religious songs and symbols may be shared if done in an objective manner and only as part of the home and heritage meetings or a holiday or to support increasing understanding of a diversified population.

school-wide expectations

School-wide expectations for student conduct place an emphasis on the safety of students:

1. Students are expected to respect the authority of all school personnel, and help keep a safe and secure school building.
2. Students are expected to behave safely; acts of verbal aggression, intimidation, violence, or bullying will always prompt a logical consequence
3. Students are expected to act with integrity; plagiarism will prompt a logical consequence.
4. Students are expected to respect and care for shared space and property: Students shall help keep the school clean (leave no trace), and malicious destruction of school property results in the replacement, repair, or payment for damages by either the student or his/her parents.
5. Potentially dangerous items such as matches/lighters, weapons of any sort, etc. are not permitted at school.
6. No articles of clothing or accessory (notebooks, magazines, lunchboxes, etc.) will be permitted that carry pictures or slogans referring to drug culture or alcohol, or profane or abusive language.
7. Use or possession of alcohol and/or non-prescription drugs on school property is illegal, and will be dealt with by the administration in accordance with the law.
8. Personal electronic devices should not be brought to school unless previously arranged, and explicitly for educational or secure communication purposes. Electronic devices that are used inappropriately will be confiscated by school personnel.

responses to negative behavior

Mundo Verde classifies negative behaviors according to three tiers of severity:

- Tier 1: Managed within the classroom by the teacher, in the course of establishing and promoting positive classroom climate
- Tier 2: Requires intervention by teacher or supporting staff, to prevent or stop unsafe or harmful behavior
- Tier 3: Requires administrative intervention and removal from the classroom, to stop harmful behavior and relieve students in emotional crisis

In response to Tier 1 and Tier 2 behaviors, staff may respond in the following ways:

- *Preventative action*: Students will be provided with space, strategies and prompting to regulate and adjust their behavior before it becomes negative.
- *Logical consequences*: Responses to negative behaviors will be logical consequences: relevant, connected to the behavior, short term, respectful, and instructional—providing opportunities to learn and re-engage with the community after a specific time of teaching and learning.
- *Reparations and restorative practices*: If a student's behavior results in harm to another person, the student will engage in restorative practices that may involve mediation, apology and cooperative problem solving.

The school's procedures for long term suspension and expulsion, along with a more detailed overview of responses to negative behaviors are included in the [Appendix e: Discipline](#) beginning on page 60 at the end of this handbook.

admissions and enrollment

As a D.C. public charter school, Mundo Verde is free and open to all D.C. residents. Applicants must submit an application using the My School DC common lottery process. My School DC facilitates the random selection of new students for admission in accordance with D.C. Public Charter School law.

Mundo Verde accepts applications annually for all operating grade levels, and the number of spaces open to new students is dependent upon reenrollment.

Non-D.C. residents are only able to attend Mundo Verde after all D.C. residents who apply have been given a space, and those non-residents will be required to pay tuition in the amount determined by the Office of the State Superintendent of Education.

preference

Mundo Verde grants enrollment preference to specific populations in the following hierarchy:

1. Mundo Verde Founders
2. Children of Mundo Verde staff
3. Siblings of students enrolled at Mundo Verde
4. Siblings of students matched to Mundo Verde through lottery
5. Children of DC International staff
6. Siblings of students enrolled at DC International
7. Siblings of students matched with DC International through the lottery

To be considered siblings, children must share at least one parent or legal guardian. Families must prove this relationship by presenting a birth certificate, adoption papers or similar documentation at the time of enrollment. To qualify for staff preference, the applicant must be the child of, or under the guardianship of, a full time (benefits-eligible) Mundo Verde PCS staff member who will have been employed at Mundo Verde PCS for at least six months as of the applicant's first day of school.

The number of students admitted with Founders preference may not exceed 10% of the total student population, or 20, whichever is lower. The number of students admitted with children of Mundo Verde staff preference must not exceed 10% of the total student population. The number of students admitted with children of DCI staff preference must not exceed the difference between 10% of the total student population and recipients of Mundo Verde children of staff preference. If the number of applicants qualifying for any preference exceeds these limits, the preference will be randomly assigned to the appropriate number of students by Mundo Verde, through to the lottery.

If the circumstances qualifying an applicant for lottery preference change before October 5 of the school year, the student will be withdrawn and placed on the waiting list according to their original lottery number. This applies when an applicant is matched to MVPCS with sibling preference and their enrolled sibling withdraws from Mundo Verde PCS before October 5, and when an applicant is matched to MVPCS with children of staff preference and their parent/guardian leaves MVPCS before October 5. If the student has already started attending school, the family may petition the Executive Director to remain enrolled.

age requirements for PreK-3 through fifth grade

PreK-3: children must turn 3 years old by September 30 of the school year

PreK-4: children must turn 4 years old by September 30 of the school year

kindergarten: children must turn 5 years old by September 30 of the school year

1st – 5th grade: children must have successfully completed the previous grade

re-enrollment

Students are required to re-enroll at Mundo Verde and provide proof of D.C. residency annually. Students who withdraw from Mundo Verde at any point during the school year must reapply in order to re-enroll. Students who move out of Washington, D.C. during the school year may complete the school year at Mundo Verde, but they may not reenroll at Mundo Verde in subsequent years while living outside of Washington, D.C., unless they re-apply and are admitted as non-resident tuition-paying students (described above).

waiting list(s)

In accordance with the regulations set forth by the D.C. Public Charter School Board, and Mundo Verde's participation in the My School DC common lottery, Mundo Verde establishes a new waiting list annually. Thus, every family on the waiting list will need to re-apply every year to be considered for admission.

Waiting lists are generated by My School DC and preferences are applied to applicants on the waiting list.

transfer preference at DC International Middle and High School

Fifth grade graduates of Mundo Verde may continue their language immersion experience in grades 6-12 in a rich secondary school environment with a wide diversity of course offerings and college/career preparation by attending DC International.

DCI is a cooperative, collaborative school founded by five language immersion public charter schools, including Mundo Verde. In 2013, Mundo Verde along with each of the other schools amended its charter to include a secondary program for grades 6-12 at a new educational campus delivering an inquiry based language immersion education. Each of the five elementary schools is a member school of DC International. As a result, rising 6th grade Mundo Verde students have a transfer preference to enroll at DC International. This preference is limited to rising 6th graders.

DCI offers the world-renowned International Baccalaureate Middle Years Program for students in the 6th, 7th and 8th grades and is an authorized IB World School. Advanced language programs are offered for Chinese, French and Spanish. DCI opened on September 2, 2014 serving the 6th and 7th grades. During the 2015-2016 school year, DCI offers grades 6-8. The school will grow to the 12th grade by adding a grade a year, graduating its first seniors in 2020. DCI's three pillars of learning are:

- Advanced language learning in Chinese, Spanish, and French
- IB curriculum and programs for all students
- 1:1 technology ratio

DCI will eventually serve approximately 1400 students in the 6th through 12th grades. Operation of DCI began in school year 2014-15 with 200 students from the Member Schools in the 6th and 7th grade classes and will grow to its capacity of 1400 students in grades 6-12. This combined middle/high school will allow students from each of the Member Schools to continue to pursue a rigorous academic program while building on the language and cultural immersion experiences from their primary schools.

The DCI member schools are:

- DC Bilingual Public Charter School
- Elsie Whitlow Stokes Community Freedom Public Charter School
- Latin American Montessori Bilingual Public Charter School
- Mundo Verde Bilingual Public Charter School
- Washington Yu Ying Public Charter School

attendance

school hours

8:30am - 3:30pm on Mondays, Tuesdays, Thursdays, and Fridays.

8:30am - 1:00pm on Wednesdays.

The school and classroom doors open at 8:10am.

Prompt and consistent attendance is critical to learning and success in school. While PreK is a non-compulsory grade, Mundo Verde encourages families to establish attendance habits during a child's first years of school. Our attendance policies apply to all students in preK-5th grade.

If you find your child missing large amounts of school due to health, please set up a meeting to discuss your child's needs with the Student Support Coordinator. Supports and accommodations may be available.

schedule for first day of school

Mundo Verde's first week of school is designed to help students adjust to being back at school. There is no extended day programming for any students, and PreKinder students have a staggered schedule with smaller classes. See the schedule below:

- Wednesday, August 24, 8:30am-1:00pm PK3 only, K, 1st, 2nd, 3rd, 4th and 5th grade.
- Thursday, August 25, 8:30am-3:30pm PK4 only, K, 1st, 2nd, 3rd, 4th and 5th grade.
- Friday, August 26, 8:30am-3:30pm ALL GRADES.

inclement weather/school closings

Mundo Verde will follow D.C. Public Schools' (DCPS) decision regarding changes in the school schedule due to inclement weather. In the event of a delayed opening, before-school programming is cancelled. In the event of early dismissal, after-school programming is cancelled.

Information about school closing will be available through:

- Automated Call: A call and/or text will be sent to families when a closing is decided
- Radio Station: WTOP (1500 AM, 107.7 FM)
- Television: WJLA News Channel 7
- Facebook Page: www.facebook.com/mundoverdepcs

arrival

| | |
|--------|--|
| 7:30am | The before school Extended Day Program opens for students enrolled in the program. Students in the before school program will enter through the Front Door of La Casa. During the before school program students receive enrichment services and breakfast until 8:10am, when they will enter their classroom. |
| 8:10am | Doors open to the school buildings. Classrooms open to all students. Breakfast opens to 1st-5th grade students in Zócalo. Breakfast begins for PreK-3/4 and K in the classroom. Kiss'N Ride Lane begins in front of school |
| 8:30am | Doors close to Main Building and La Casita. Kiss'N Ride Lane ends in front of school. Instruction begins in each classroom with Morning Meeting. <i>Students that enter the building at or later than 8:30am are considered tardy.</i> |

NOTE: To ensure maximum security of our students, families, and staff, every adult entering the building who is not a staff person outside of arrival and dismissal times may be asked for I.D. All visitors must wear a visitor's badge while in the building, and leave the badge at the front desk when leaving the building.

All members of our community must adhere to certain practices during arrival and dismissal:

- Parents/Guardians may accompany their children into the building.
- PreK-3/4 must be escorted to their classroom.

- Students in Kinder and older grades may be dropped off in front via the drop off lane on the south side of P St.
- Mundo Verde families should use the designated crosswalks and follow the posted parking signs to keep arrival and dismissal smooth for all.
- There is no parking or dropping off in the alley at anytime.
- See [Appendix c](#) (page 57) to read more details about arrival and dismissal routines.

For students not enrolled in the *before school* program:

- Families not enrolled in the before school program, who arrive before 8:10am, must wait with their children outside until the building opens.
- If a student is left unattended before school opens, Mundo Verde reserves the right to contact the Metropolitan Police Department and/or Child and Family Services.
- In the event that DC government declares a hypothermia alert, or heavy rain, families may enter the building and wait with their student in the lobby until 8:10am.

Expectations of teachers during arrival: Mundo Verde classrooms open to students for the school day at 8:10am While teachers are busy greeting students and preparing for an eventful day, they are not available to hold extended parent-teacher conversations. Please ask your teacher for the best way to leave them a message. Teachers will respond via email, telephone or note as soon as possible.

tardiness

Students who arrive at or later than 8:30am are designated tardy in the Mundo Verde attendance recording system. Parents must escort tardy students to the Front Desk of either building sign them in. Failure to sign in late may result in students being recorded as absent. Chronic tardiness disrupts instruction and impacts the learning of both the tardy student and their peers. Tardies may only be excused for the reasons listed below under excused absences. When a student is present at school for less than 80% of the day, they will be considered absent (see section on partial attendance below).

Students who accrue seven tardies in one month must have attend an attendance planning session with the Student Support Coordinator.

dismissal

The Mundo Verde school day ends at 3:30pm, **except on Wednesdays**, when school is **dismissed at 1:00pm**. *Students will not be released early from school after 3:15pm without prior approval from the school principal.*

We have developed our dismissal procedures to ensure the continuous supervision and safety of your child. All students registered in the afternoon Extended Day Program will be transitioned to their assigned afternoon classroom starting at 3:30pm. All other students will exit the classroom with their Day Program teacher to wait in a designated area for pick-up by a parent, guardian, or approved designee. Prek-K will be dismissed in La Casita and 1-5 will be dismissed in the back of La Casa. In the event of inclement weather, dismissal will be indoors in the designated building. Students are only released to friends and family members who are designated by the student's parent or legal guardian. This list can be amended by a student's parent/guardian at any time using the online update form, accessible in the main office. Authorized individuals must be at least 14 years of age and should be prepared to present photo ID. The school will not release a student to anyone not authorized, even to someone the student knows. Please inform your designated caregiver that it is for the security of the students that these precautions are taken.

We are mindful of daily changes in families' after-school arrangements, and ask your cooperation in keeping us informed of those changes in advance when possible. Please inform the Front Desk

(attendance@mundoverdepcs.org) and your child's teacher in writing (email or paper) on each day that your child will deviate from his or her usual routine (i.e., absence, late arrival or early dismissal). Students who are not picked up by 3:45pm and are not already enrolled in the afternoon Extended Day Program will join an afternoon extended day class and the family will be charged the drop-in fee. Children who are repeatedly left in the extended day program without registration or notice from a family member may be considered for 'neglect.'

If you experience an emergency that prevents you from arriving at dismissal time (3:30pm for regular school day or 6:30pm for extended day participants), please call the school as soon as possible. Mundo Verde reserves the right to contact the Metropolitan Police Department and/or Child and Family Services if a student is left unattended before school opens, remains at school excessively past their dismissal time or repeatedly joins the extended day program without prior notice

Walking Home

The DC Child and Family Services Administration recommends that children under the age of 12 should not be left home alone. In accordance with this policy, Mundo Verde students under the age of 12 must be picked up by an adult and may not walk home alone.

Students age 12 and over may sign themselves and other children out. A letter signed by a parent/guardian authorizing the student to leave school alone and releasing Mundo Verde of all liability is required. The student must be added to the authorized pickup list of any other children they may take with them. This privilege may be revoked by the Principal, Director of Student Support or other administrator if unsafe behavior is observed.

early dismissal

If your child needs to be released from school early, please email attendance@mundoverdepcs.org or leave a written note with the front desk indicating what time they need to leave. You may also call the front desk. Authorized individuals must sign the student out at the Front Desk. When a student is present at school for less than 80% of the day, they will be considered absent (see section on partial attendance below). *Students will not be released early for any reason starting 15 minutes before dismissal.*

partial attendance

When a student is present at school for less than 80% of the day, they will be considered absent. This policy mirrors DC law, which requires Mundo Verde to classify such attendance as absences for the purposes of reporting data. On a full day, students must be at school for 5 hours and 36 minutes to be considered present. On a Wednesday, students must be at school for 3 hours and 36 minutes to be considered present.

Partial attendance absences will be considered excused or unexcused according to the policy below. Partial attendance absences will be considered absences for the purposes of attendance planning with the Student Support Coordinator, determinations of Educational Neglect, referral to the Summer Program, and retention.

excused and unexcused absences

Families must notify the front desk of the reason for a child's absence by emailing or turning in a written note to the front desk (attendance@mundoverdepcs.org). Parents/guardians may also call the school at 202-750-7060; however, upon the student's return to school, a written note or email justification should be submitted to the school to be considered as an excused absence. In accordance with DC Law, **emails or written notes required to excuse absences and tardies must be received within five (5) school days of the absence. Written/paper notes must be turned in to the "attendance box"**

located at the front desk of either building. Families can also find attendance forms by the attendance box.

Please include the following information:

- student's name
- date of absence
- reason for the absence

Absences may be deemed "excused" only if the reason falls into the following 'excused' categories:

| | |
|------------------|---|
| Excused | Student illness or urgent medical care Hospitalization (a note is required) Quarantine Death in the family Religious observance Required court appearances Student medical or dental appointments Lawful suspension or exclusion designated by school authorities School closing Special accommodations for parent or legal guardian in the military Failure by District of Columbia to provide legally mandated transportation Emergency or other circumstances approved by the Principal or designee |
| Unexcused | Oversleeping Sick family member Missed bus Family vacation Hair cut Shopping or accompanying an adult on other errands Accompanying adult to medical appointment (Other reasons that do not fall into the categories listed under "excused") |

[Further guidance for student illness can be found here \(page 43\).](#)

truancy

DC laws considers any student between the ages of 5 and 13 to be truant when they have accrued 10 unexcused absences. Mundo Verde is required to report students who accrue 10 unexcused absences to OSSE and the Child and Family Services Administration.

Mundo Verde works to prevent truancy by identifying students at-risk of accruing a high number of unexcused absences and providing interventions using the following protocol. Mundo Verde partners with Collaborative Solutions for Communities (CSC), a community-based organization, to provide these interventions.

| | |
|------------------------------|--|
| Three (3) Unexcused Absences | The Student Support Coordinator will contact the student's family to confirm their attendance record and provide information about CSC. |
| Five (5) Unexcused Absences | The child is considered at risk of truancy, our partner CSC and the Student Support Coordinator will contact the family. Families will be encouraged to participate in an attendance planning |

| | |
|------------------------------|---|
| | meeting with the Student Support Coordinator and a specialist from CSC and agree to measures that will improve attendance. |
| Seven (7) Unexcused Absences | The family will receive a certified letter notification of DC truancy law, and a phone call from the Student Support Coordinator. If the family has not participated in a prior attendance planning meeting, a meeting with the Student Support Coordinator is required. |
| 10 Unexcused Absences | A formal report of educational neglect is made to OSSE and the Child and Family Services Administration. |

More information about truancy reporting requirements in DC can be found [HERE](http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/Desktop%20Guidance%20--%20Student%20Attendance%20and%20Reporting%20Requirements.pdf):
<http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/Desktop%20Guidance%20--%20Student%20Attendance%20and%20Reporting%20Requirements.pdf>

Excessive absences or tardiness may prevent a student from being promoted to the next grade. Students who approach 40 absences (combined excused and unexcused), or who miss more than 20% of instructional time due to combined absences and tardiness, will be assessed for academic impact and may be considered for retention. In accordance with D.C. law, a student with 40 or more unexcused absences in a school year will repeat the current grade level, regardless of grades earned.

temporary medical withdrawal

Students who experience a severe medical event that requires hospitalization and/or rehabilitation for more than three weeks may be temporarily withdrawn from school and allowed to re-enroll without reapplying. Documentation of illness and hospitalization must be provided to Mundo Verde by the health care professional coordinating the child's care. Students may be eligible to receive educational services from Mundo Verde before returning to school. For more information, see the Home and Hospital Educational Services policy in the [Appendix i](#), on page 72.

extended leave of absence

Because attendance is vital to success in school, Mundo Verde discourages families from removing students from school for extended periods. Under certain circumstances, a student may be granted an extended *leave of absence*.

A student may be allowed to take an extended leave of absence under extraordinary family circumstances that require the student to leave Washington, DC, such as a family emergency in another state or country, a parent's work requiring a temporary transfer or sabbatical out of state, homelessness or a temporary change in legal guardianship. In order to maintain enrollment at Mundo Verde, attendance will be recorded as excused absences for the duration of the leave. Parent requests for students to be out of school for an extended period of time will only be considered if the following conditions are met:

1. The circumstances, timing and duration of the extended leave have been discussed in advance, with sufficient time for evaluation, with a school administrator and approved by the principal
2. The total time of the extended leave not be for more than 30 school days,
3. The leave must not take place within the first 6 weeks of the school year,
4. The leave must not take place during more than one school year,
5. The student has not previously been granted an extended leave of absence during the current or prior school years
6. If the student is in kindergarten or above, the student must enroll in a school where they will be living and provide proof of enrollment

An extended leave of absence will not be granted for vacations or family trips, or if the student continues to reside in Washington, DC. The principal may choose not to grant an extended leave of absence if Mundo Verde staff have concerns about the student's attendance, behavior or academic growth. If an extended leave of absence is not authorized, Mundo Verde's typical attendance policies will apply.

services

Mundo Verde offers a combination of mandatory and elected services to support families throughout the academic year and summer. These services include student meals, t-shirts, transportation/shuttle services, before/after school enrichment and summer programming. At the beginning of every academic year, families are required to register for these services and can opt to change or withdraw from use of the shuttle or before/after school services at any time throughout the academic year by filling out the appropriate forms. Families are expected to maintain a positive account balance at all times.

extended day program

The Extended Day Program at Mundo Verde is designed to offer current Mundo Verde students learning enrichments during out of school time. Mundo Verde offers morning, afternoon and evening extension services, as well as a month long summer program. Learning enrichments include fun, hands-on, interactive workshops in the visual and fiber arts, dance, drama, music, cooking, and gardening. Also offered are sports clinics in basketball, capoeira, soccer and STEM workshops by FutureMakers. These enrichments are taught by a mix of our own culturally diverse staff and select external partners. Some specialized workshops may be led by English speaking teachers.

The Extended Day Program incorporates the Responsive Classroom practices and is aligned with the school's focus on sustainability and biliteracy. Students enrolled in the extended day program are welcomed into a safe, nurturing environment. They are immersed in Spanish language learning. They receive healthy snacks and participate in outdoor time in Mundo Verde's school grounds, walks in the neighborhood and play at surrounding parks (i.e. Florida Avenue Playground, New York Avenue Playground, and the Kennedy Recreation Center).

hours of operation

| | | |
|----------------|---|---------------------------------------|
| 7:30 to 8:10am | morning before school service, including breakfast | Monday-Friday |
| 3:30 to 6:00pm | after school service , including afternoon snack | Monday, Tuesday, Thursday, and Friday |
| 1:00 to 6:00pm | After school service | Wednesdays |
| 6:00 to 6:30pm | evening extension service | Monday-Friday |

registration

To register for the morning/afternoon program, please complete the [Extended Day Enrollment](#) form available on the website or at the Front Desk where a family can receive assistance filling out the form online. Please note that students who are not registered for the morning/afternoon program may not participate until registered. *Registration must be submitted 10 days prior to the expected student participation date.* If a child is not registered and not picked up at 3:30pm dismissal (1:00pm on Wednesdays), families will be called and expected to pick up their child immediately. Children of families that do not pick up their child will be placed in an extended day classroom and charged the drop-in daily

fee. Children who are repeatedly left in the extended day program without registration or notice from a family member may be considered for 'neglect.'

fees and sliding scale

Fees for morning/afternoon program are posted on the website ([Summary of Fees: http://tinyurl.com/MV-extended-day-fees](http://tinyurl.com/MV-extended-day-fees)) and available at the Front Desk. We offer full-time or part-time services. Drop-in services are reserved for unanticipated circumstances, including emergencies. Families should arrange as needed directly with the Extended Day program staff if they need their child to unexpectedly participate in ('drop-in' to) the before or after school program. A sliding fee scale is offered to families who qualify. Initial qualification is determined annually by the Application for Free and Reduced Price Meals (FARM). Families who do not meet FARM qualifications may submit a discounted rate application [<https://mundoverde.tfaforms.net/50>] to the Business Manager. If you do not qualify for assistance but are experiencing economic hardship, please see the school's Business Manager.

student pick-up

during afternoon program Students may be picked up anytime during the afternoon program, between the hours of 3:30 p.m. and 6:00 p.m. (or 6:30 p.m. for students registered for evening extension services). Families are encouraged to familiarize themselves with the program schedule to pick-up students at the end of the scheduled workshops, which run from 4:15-5:00 p.m. and 5:00-5:45 p.m., and to avoid picking students up in the middle of workshops if possible. Students must be registered for extension services if you plan to pick-up your student after 6:00 p.m. Students not registered for extension services and picked up after 6:00 p.m. will be billed the full fee for evening extension services. Families are required to report to the front desk and sign out their student at pick-up on a daily basis. Authorized individuals may sign students out from the front desk and proceed to their student's location. Parents will not be allowed to pick-up their student off-site prior to signing the student out at the front desk. If students are at the park or on a walk route, authorized individuals must sign students out at the front desk. Front desk staff will communicate to teachers that a family is en-route to pick-up.

pick-up after closing (6:30 p.m.) Mundo Verde's extended day program ends and the building closes daily at 6:30 p.m. Families are charged a minimum of \$25 for picking up their child late from evening extension services. After the first five minutes, families will be charged an additional \$1.00/minute. For example, if you arrive at 6:40 p.m., you will be charged \$30. If you are experiencing an emergency, you must contact the school by calling 202-750-7060 immediately and prior to 6:30 p.m. If a student is not picked up by 6:45 p.m. and direct verbal communication (not voice mail or text) with a staff member of the extended team has not been accomplished, Mundo Verde reserves the right to contact the D.C. Child and Family Services Agency. Repeated late pick-ups may result in ineligibility for the afternoon program. While the extended team recognizes the occurrences of unanticipated lateness due to inclement weather or traffic congestion, regular late pick-ups and the reason provided by the family are documented. Late pick-ups can constitute parental negligence after repeated incidence.

norms and expectations during extended day programs

Norms and expectations are a necessary part of any quality learning experience. They insure all are safe and protect the rights of everyone. This year all participating students will be asked to make a commitment to being a global steward by agreeing to abide by the school's norms and expectations as outlined in the Extended Day Program handbook. Parents are encouraged to go over these with their student(s). **Failure to comply with school norms and expectations may result in a student's discontinued participation in the morning or afternoon program.**

parent support for children in extended day program

In order for a child's experience in this program to be successful, we ask parents to 1) familiarize

themselves with their student's daily schedule 2) communicate changes in schedule that affect their student's day-to-day attendance 3) follow the school's drop-off, pick-up, and drop-in policies, and 4) get to know the afternoon teachers of your student.

school meals

Mundo Verde offers breakfast, lunch, and a snack each day to students. We aim to source as locally as we can providing the utmost quality meals. Our breakfast and lunch are cooked fresh each day making sure to meet the healthy requirements of the National School Lunch Program. We offer a variety of fresh fruits and vegetables along with a home cooked meal. The breakfast and lunch monthly menus can be found on our website under the *School Meals* tab. Free and Reduced Price Meals (FARM) are available to families that qualify (see application below). Breakfast is offered at no cost to all students regardless of income. Snacks for full pay families are \$15/month, and families who qualify for a Free or Reduced Meal are offered snacks at no charge. Lunch is available for purchase. To purchase lunch, deposit funds into your child's account to maintain a positive account balance. Each month families will receive a statement detailing deposits and charges. Special meals are available for students with dietary restrictions or allergies that prevent them from eating the regular meal. Please indicate on the meal sign-up form if you would like a vegetarian, vegan, dairy-free, or gluten-free meal.

breakfast is provided *free of charge* to all students regardless of family income, as long as they have signed up for the breakfast program.

Students in 1st - 5th grade may pick up their breakfast between 8:10am and 8:25am from the kitchen in La Casa, Pre-k and Kinder will already have breakfast in their classrooms. Students will eat breakfast in their classrooms. To ensure that breakfast is available for your child, you must complete the FARM form and the meal sign-up form, available on the website or with the assistance of the Front Desk online. One week's notice is required before you may enroll in breakfast. Students who arrive late may request breakfast from their teachers, which will be provided in the classroom. See additional details below:

- Students in the Morning Extended Day program, Pre-K and K breakfast will be served breakfast in the classroom.
- Breakfast for grades 1st - 5th will be served from the kitchen counter where they will enter their PIN into a pin pad.
- The kitchen counter will be open to students from 8:10-8:28am.
- Students will then take their food to eat in their classroom.
- Students who arrive at 8:30am or after may still eat breakfast. Students will be asked at the front desk when they arrive if they would like breakfast. Breakfast will be delivered to those students in their classrooms at 9:00am.

lunch is available at the regular price of \$4.50 for families who would like to purchase lunch. It is available for free for students who qualify for free or reduced meals (FARM). Students may also bring a lunch from home, but please note that we are unable to provide refrigeration or re-warming of meals.

- All families are required to complete a meal sign-up form if they would like their child to participate in school lunch after completing the online FARM form.
- We require one week's notice to enroll/cancel lunch service for your child.
- Free meals are available for any child that qualifies for FARM. To qualify please see our website to apply online. Applications may be completed at any time during the school year.
- Until the family qualifies for free or reduced lunch for the current school year and the family receives approval from the Food Service and Initiative Manager, full payment for lunch is expected at the regular price.

- Families are required to maintain a positive account balance at all times and will be billed monthly for services. You can sign up for auto credit card payments using the credit card authorization form.
- All grades will eat in classrooms.
- Classroom staff will serve food in the classroom.
- PINs will not be needed during lunch for Pre-K and Kinder students as staff will take attendance, 1st - 5th grade students will enter their PIN number in the classroom during their lunchtime.

special meals are available for students with dietary restrictions or allergies that prevent them from eating the regular meal. Please indicate on the meal sign-up form if you would like a vegetarian, vegan, dairy-free, or gluten-free meal. If your child has allergies please note them in the meal sign-up form and provide the necessary documentation of that allergy. If your child requires a more specialized meal, please contact the school at meals@mundoverdepcs.org so we can evaluate if we are able to accommodate your child's needs. If a child has an allergy that requires a special meal, they must provide a physician's order and instructions before we can provide a meal for them. Please note that our vendor is a nut-free and pork-free meal provider.

snacks are provided to students each day during mid-morning. Full pay families are charged \$15/month for snacks; families who qualify for a Free or Reduced Meal are offered snacks at no charge. Mundo Verde will ensure that students are provided with healthy and varied snack options that are purchased from local farms as well as some snacks from vendors who source snacks locally as much as possible. The snack fee ensures that Mundo Verde is able to provide healthy and nutritious snacks to each child. Students enrolled in extended day program receive a second similar snack funded by the National School Lunch Program.

If a student has allergies or a medical condition that precludes them from eating the majority of the snack options, families may request a waiver from the snack fee. However, waivers do not generally result in the entire snack fee being waived since children with allergies are generally able to eat some but not all snack options, and the snack fee also funds snacks at class events. Applications for waivers are available by request.

junk-free school

Healthy eating is critical to students' academic and physical development. **Mundo Verde is a junk food free school.** Parents/guardians should not send children to school with any of the following: candy, gum, chips, sodas, drinks that contain added sugar/corn syrup, or food products with artificial ingredients or high levels of sugar and/or sodium. This includes fast food breakfast and Lunchables. If children arrive at school with these items, the item will be removed, and the student will be offered a school meal, for which the family will be billed. (See Appendix f on page 66 for our [Healthy Food Policy](#).)

no nuts or peanut butter are permitted at school to protect those Mundo Verde students who have a severe, and potentially fatal, allergy to nuts ([click here for a list of common nuts](#)). All our classrooms are nut-free and peanut-free and this policy applies to snacks for adults and children in the building. Thank you for supporting the health of all our children by checking the ingredients of snacks and other food brought into the building for any event to be sure it is nut-free. Due to many food allergies, children will not be allowed to share any food items.

gum Gum is only allowed as an accommodation for students with a 504 or IEP plan, and will be monitored by teachers and taken away if it causes damage or distraction.

transportation services

shuttle service

Mundo Verde offers a paid bus service for families that departs from Lamont Park in Mt. Pleasant/Columbia Heights to Mundo Verde at 7:45am. We also have a bus leaving from Mundo Verde to Mt. Pleasant at 3:30pm, once the classes are dismissed. Mundo Verde will provide appropriate staffing for students riding the shuttle at all times. Parents or authorized pick ups are required to stay with their child/ren until the bus departs at 7:45am in the morning, and to be there when the bus arrives at 4:00pm for drop off in the afternoon. Mundo Verde will not provide staff to watch students during those times.

The safety of our students is our priority. We want our students to be on time and safe to school and we ask families please read the complete routine for [Arrival and Dismissal](#).

Questions? Please contact bus@mundoverdepcs.org or call 202-750-7060.

- [Bus FAQs \[http://tinyurl.com/MV-Bus-FAQs-SY17\]](http://tinyurl.com/MV-Bus-FAQs-SY17)
- [Summary of Fees for Bus Service \[http://tinyurl.com/MV-Bus-Fees-SY17\]](http://tinyurl.com/MV-Bus-Fees-SY17)
- [Transportation Form: \[http://mundoverde.tfaforms.net/8\]](http://mundoverde.tfaforms.net/8)

DC One Card

The DC One Card is a consolidated credential designed to give children, adults and seniors access to DC government facilities and programs, including public schools, recreation centers, libraries and the Metro. The DC One Card is also a building access card for DC government. For DC Public, Charter and Private School students, the new card includes a bonus - immediate Metro SmarTrip® capability to help them travel to and from school. The DC One Card ID is designed to:

- Give all residents physical and logical access to all required DC government facilities, resources and programs
- Offer convenience by eliminating the need for multiple District-issued ID cards
- Provide access to the WMATA transportation system by incorporating Metro SmarTrip® capabilities into select DC One Cards.
- Reduce credentialing inefficiencies, reduce costs, and mitigate fraud and misuse.

Families can apply for Standard and SmarTrip®-enabled DC One Cards at any DC One Card Service Center Location or you can contact Rocio Yoc ryoc@mundoverdepcs.org.

You can find more information [HERE \[http://octo.dc.gov/page/dc-one-card\]](http://octo.dc.gov/page/dc-one-card).

summer program

Mundo Verde offers a month long summer program for current Mundo Verde students in July. The summer program is focused on literacy development and provides students with ample opportunity to explore their natural sense of adventure. Students spend a portion of every day outdoors hiking, exploring, and playing with water—hoses, sprinklers, water tables, visits to splash fountains. Sports and movement, food and gardening, and various aspects of the arts are also part of the program schedule.

The program runs from 9:00 a.m. to 3:45 p.m. Monday-Friday. The month program is divided into two, two week sessions. Families can elect to enroll in either one or both sessions. Afternoon services are available during the summer program and run from 3:45 p.m.-6:00 p.m. Families must sign-up for afternoon services. For a deeper understanding of the summer program fees and details, please see the [2016 Program details: http://tinyurl.com/MV-summer-2016](http://tinyurl.com/MV-summer-2016).

Families interested in the summer program are asked to sign-up using the Summer Registration form available on the website or at the Front Desk where a family can receive assistance filling out the form online. This form is made available to families as early as January each year. Mundo Verde caps summer registration with the intent of serving as many of our families as possible without compromising our desire to limit class sizes. Slots are provided on a first-come first-served basis to ensure quality programming and instruction. Preference is given to students required or recommended to participate in the program by their teachers. NOTE: New students entering in the Fall are not eligible to participate in the program the summer before.

For more information about the summer program, please take a look at our [2016 Summer FAQ](http://tinyurl.com/MV-Summer-2016-FAQs): [<http://tinyurl.com/MV-Summer-2016-FAQs>] or send an email to summer@mundoverdepcs.org.

policies and procedures

invoices

On a monthly basis, parents will receive electronic invoices reflecting the full body of services provided to their family including but not limited to: meals, extended day services, transportation (bus), and late fees (if applicable). Services are all pre-paid for the upcoming month. Families requiring a printed invoice must inform the billing department. Invoices must be paid by the due date indicated on the invoice.

All of Mundo Verde services are available on a sliding scale. If you are experiencing financial hardship and do not qualify for Free and Reduced Meals, you may complete the discounted rate application found here [<https://mundoverde.tfaforms.net/50>]. If you have any questions, please contact the Business Manager.

Families with more than one child registered for services qualify for a 10% discount.

late fees

A 5% late fee will be applied to the invoice total for that month if it is not paid by the due date (usually ten days from date of invoice). A second 5% late fee will be applied to invoices that are past due for a full month. Please see [Appendix g](#) (page 69) for detailed information on Invoices and Late Fees.

supplies

Beginning in SY 2016-2017, Mundo Verde is asking families NOT to purchase consumable school supplies for use at school. Instead, to help ensure all students have access to outdoor play and learning, Mundo Verde requests that families purchase for their own child(ren) the following outdoor clothing.

| First day of school: | First day of November: |
|------------------------|--|
| raincoat rain boots | winter coat snow boots gloves or mittens winter hat |

If you would like to help offset the cost of clothing for a family in need, consider making one extra purchase of an item on your list for another child. If purchasing the supplies on this list is a hardship for your family, please contact the school.

Mundo Verde has moved away from traditional school supply lists because of certain dilemmas the school faced each year, namely:

- Students who are not dressed properly for outdoor play on days with wet or cold weather.
- A surplus of materials brought from home that are costly to parents yet more affordably purchased in bulk by the school.

fieldwork

Fieldwork is an important part of our curriculum, providing children with experiences outside of the school that directly connect to what they are learning in the classroom. A few examples of where fieldwork can occur are museums, farms, universities, forests, libraries, historic sites, gardens, or public spaces. Fieldwork gives children the opportunity to explore subjects more deeply, work with experts, ask questions, and explore new ways to gain knowledge from the world around us all. Parents/guardians give permission during the registration period for students to walk to the local public library and nearby playgrounds and parks.

permission slips

In order to save valuable resources, an **Annual Field Trip Permission Form** is included in the annual enrollment and reenrollment process. By answering "Yes" to the **Annual Field Trip Permission Form**, families agree to give their child permission to attend all field trips related to expeditions and our school program.

Families who do not wish to complete the Annual Field Trip Permission Form may continue signing forms for each singular event throughout the year electronically.

Mundo Verde agrees to inform parents via LivingTree (web-based and posted on classroom doors) and the weekly family update of field trips two weeks in advance of a trip. **Students who have not returned signed permission slips from their parent/guardian will not be allowed to participate in fieldwork.**

behavior during fieldwork Mundo Verde teachers and administration expect excellent behavior during fieldwork. If a teacher feels that a student's behavior compromises the student's safety or the safety of others, the teacher may not allow the child to go without a responsible adult (e.g. parent/guardian or other family member) to oversee the child. Mundo Verde encourages family members to volunteer as chaperones. Teachers, however, may limit the number of family members who may attend.

exercise and outdoor exploration

Mundo Verde's goal is for its students to engage in 60 minutes of outdoor and/or physical activity daily. At a minimum, students will have the opportunity to participate in at least 30 minutes of daily outdoor activity. This goal is met through a combination of on- and off-site opportunities for play and exercise. Visits to neighborhood spaces within a mile from our physical location, including playgrounds, gardens, and fields are considered a core aspect of our program, not requiring a permission slip. Recess will typically take place at New York Ave playground just a few short blocks from the school or at another area playground (weather permitting). Safety while walking to and from the park and during outdoor play is of utmost concern to Mundo Verde. To increase the safety for our students, the students will be escorted to and from play by sufficient staff to assist students in crossing the street.

social celebrations and holiday observance

Mundo Verde honors diversity and equity in our community by maintaining a secular calendar of school events to celebrate our school mission and culture. We believe in the spirit of diversity that helps us celebrate universal values and the tenets of our school philosophy, so we welcome events that promote thanks, love, generational responsibility, or generosity outside the context of any one group or religion. Though we refrain from celebrating days or traditions that may show preference of one group over another or do not align with our school policies, we practice a commitment to embrace and celebrate

social events that are aligned with our mission and priorities. We welcome the promotion of community building events throughout the school year (e.g., Day of the Dead, Earth Day, Fun Run, Field Day etc.).

Schoolwide and classroom social celebrations are an important part of building community at Mundo Verde. Our most important *social* celebrations are described below. Please also see page 39 for a description of *celebrations of learning*.

home and heritage meetings The purpose of the home and heritage (H&H) activity is to give each student and their parents a special opportunity to share about their family and/or culture in their classroom during morning meeting. The dates for **1st-5th grade** are posted in the "[Year-at-a-glance](#)" document and those parents can sign up for a date via LivingTree. Teachers will encourage and coordinate the participation of 3 families on each of the designated H&H days throughout the year. **PreK & kindergarten** H&H activities are to be folded into the monthly birthday celebrations. Suggested activities for all are: student/parent shares a story / song / dance / game / object (e.g. photo, memento) from their home or heritage and talks about its significance.

school wide celebrations of birthdays in first-fifth grades Mundo Verde's monthly community meeting recognizes and celebrates students in grades 1 to 5 whose birthdays fall within that month. [See page 18 for more about *community meetings*].

classroom celebration of birthdays in PreK and Kinder In PreK and kindergarten we host classroom-based birthday parties. Although we recognize each child's individual birthday, classes do not host individual birthday parties. Dates for monthly celebrations in PreK and kindergarten are set in advance and will as often as possible occur on the last Fridays of each month [they can be found in "[Year-at-a-glance](#)" [<http://tinyurl.com/hc3dgsz>] document and online via the Family and LivingTree calendars]. For the monthly celebration, families of the birthday children are encouraged to join the festivities by attending the celebration, do a **home and heritage activity** as part of the celebration. Suggested activities are: student/parent shares a story / song / dance / game / object (e.g. photo, memento) from their home or heritage and talks about its significance.

**A note about food in classroom celebrations (home & heritage or birthdays):* If snacks are brought for H&H activities or a birthday celebration please remember that, as a junk-free and nut-free school, Mundo Verde does not allow soda, candy, tree nuts, peanuts, or junk food (see the Healthy Eating section). In order to accommodate the allergies and dietary limitations of all our students, families must coordinate with the classroom teacher before purchasing or bringing any snacks to school. Should a food or snack violate our allergy policy, we will not allow it to be served. However, should a parent bring a treat in celebration of their heritage, that appears too sweet or salty per our wellness policy, classroom teachers will work with the parent to ensure the family has an opportunity to share the connection to their heritage, encourage students to taste the treat (perhaps describing it as a 'sometimes treat'), and minimize portion sizes if necessary. Please see our Healthy Food Policy in [Appendix f](#).

parties outside of school Unless you are inviting the entire class or all the students of one gender, party invitations must be mailed to children rather than distributed at school. To avoid hurt feelings, we encourage you to invite either less than half the class or the whole class. Parents/guardians are also encouraged to avoid hurt feelings by not organizing a birthday event that departs directly from school.

student belongings

Student coats and backpacks are secured before the start of class in the classroom, on hooks or in cubbies. Please label all of your child's belongings so that if they are lost and found, they can be returned to families.

- **Water bottles** Water and milk are allowed in class. No other types of drinks are allowed except those made in cooking class. Students are encouraged to use personal water bottles so as reduce waste, dishwashing and to minimize disruptions of class. Teachers should send home all water bottles at the end of the week (even as parents may take them home for cleaning more often).
- **Non- Permissible items** Students should not bring personal belongings to school such as:
 - Electronic Devices or Phones
 - Toys
 - Collecting cards
 - **Exception:** PreK stuffed animals or comfort toys (e.g., binky)
- **Consequences** for bringing unwanted materials to school
 - 1st offense: adult will take it away and contact the parent to pick up item. Until parent picks up device, teacher is responsible for the item.
 - 2nd offense: same as above plus TBD with Team Leader.
 - 3rd offense: item returned at end of school year.
- **Toys** Personal toys and collectibles such as trading cards, are not permitted at school unless approved in advance by the teacher. Any toys brought from home without permission will be removed and held by a classroom teacher or Principal. Toys will be returned following a conversation with the parent/guardian. This includes both during the school day as well as during the after school program and while riding the shuttle bus.
- **Valuables** such as jewelry, money, or electronics, should not be brought to school. While Mundo Verde makes enormous efforts to ensure security, Mundo Verde is not responsible for valuable items that are lost or stolen at Mundo Verde.

lost and found

All students' clothing and belongings should be labeled for identification. Any articles found in and around the school will be kept in a lost and found bin on the first floor of each building. Any unclaimed articles will be donated to appropriate community-based organizations at the end of each month (e.g. So Others Might Eat).

dress code/uniforms

All students are expected to come to school dressed in a Mundo Verde t-shirt or sweatshirt. Mundo Verde requires a school uniform for many reasons. Uniforms build community, show pride in one's appearance, are economical for parents, and lessen peer and social pressure to buy clothing that represents the latest fashion trend. Uniformity also has tremendous safety benefits. School uniforms are invaluable since we leave school grounds daily for recess and fieldwork activities because they allow teachers and volunteers to quickly identify Mundo Verde students among a larger group. Please adhere to the following guidelines regarding clothing:

| | |
|----------------------------|--|
| General guidelines | Clothes should be clean and free from markings or drawings. All clothing should be labeled with the student's name. |
| Shirts/Sweatshirts | Mundo Verde t-shirt Mundo Verde sweatshirt |
| Pants/Shorts/Skirts | Students may wear shorts/pants/skirts of their choosing. We suggest jeans, khakis, or athletic pants. |
| Shoes | Shoes that hinder outdoor play (flip flops, heels, etc.) are not allowed. |
| | Make-up is not allowed. |

| | |
|---------------------------------|--|
| Make-up/ Accessories | For safety reasons earrings should not be larger than the size of a dime. Bracelets and necklaces are discouraged, but if worn they should be tucked into clothing for safety reasons. |
| Cold/Warm weather attire | Students should come to school daily prepared with appropriate clothing for outside activities especially because we try to expose students to outdoors even when there is cold weather or precipitation. (hat, gloves, warm jacket, boots, layers). |

non-uniform attire On occasion, uniform-free events or school days may occur. On these days, students are allowed to wear non-uniform clothes. However, the following clothes and styles are not permitted: skirts or shorts shorter than mid-thigh. The waistband of pants must be at or above the hipbones. Clothes with images or slogans that refer to profanity, adult and illegal substances, and weapons will not be permitted.

classroom technology

use

Technology use is woven into instruction across Mundo Verde's classrooms. In grades 2-5, students regularly use Chromebook laptops to develop typing skills and produce classwork. Students in grades 2-5 have individual Google Apps for Education accounts. Students do not have email addresses or access to chat programs.

safety

Mundo Verde uses two levels of content filtering to prevent students from accessing inappropriate online content when using a device connected to the school's wireless network. A sonicwall is installed on our network. Additionally, Chromebook laptops utilize Google Safe Search, Safe Browsing and Restricted Mode for Youtube. While Mundo Verde is committed to having each student supervised while online, Mundo Verde does not take responsibility for information or materials transferred through the school's network: unacceptable materials downloaded online will be treated in the same manner as unacceptable materials brought to school.

data sharing

Mundo Verde strives to protect students' personal information online. Google Apps for Education accounts are created using a combination of student initials and graduation years. Mundo Verde may be required to submit identifying information for some educational tools such as online assessment platforms. At most, Mundo Verde enters only the following information about students when creating accounts in these services:

- First Name
- Last Name
- Internal Student ID (not DC-wide USI)
- Grade Level and Animal Group
- Google Username

Consent forms and information about classroom technology tools is grade-specific and circulated at the start of each school year.

home access

Mundo Verde does not provide devices for all students to use at home. Students in need of practice at home with a particular program or technology skill may be eligible to borrow a device for a limited period of time. Speak to your child's teacher if you are interested in learning more.

family engagement

Mundo Verde's family engagement goals are to build strong relationships with families, partner around academics and engage families in meaningful decision making.

Mundo Verde's family engagement and communication strategies strive to ensure the following:

- Families are invited, and consistently supported, to participate in school events through multiple strategies (e.g., providing translators, child care, scheduling, etc.).
- School leaders regularly collect data on family participation and regularly make action plans to ensure maximum involvement of families.
- The school provides multiple high quality ways that families can participate in the school community.
- School leaders and teachers learn about and respect the cultures, backgrounds, and values of their students' families.
- School communications consistently and effectively welcome and accommodate linguistic and cultural differences.

(adapted from EL Education Framework for Implementation Review)

In order to help parents support their child(ren)'s learning, Mundo Verde encourages parent participation in the following activities/ events.

how to support my child's learning

home visits- Mundo Verde engages families as advocates in their student's success initially through a one-on-one conference with the family and students in each family's home and choice of venue. The purpose of the conference is to learn about the family and student hopes for the school year, and to begin to establish personal relationships with families.

back to school nights Mundo Verde is hosting an event per grade intended to communicate important information about home/ school communication, family engagement, and roles and responsibilities in order to ensure student success this year.

conferences with families Teachers will conduct formal conferences with families over the course of the year. The type of conference depends on the age of the child, see below:

| | | | |
|---|--|--|--|
| Parent Teacher Conferences PK-K (End of Trimester) <i>Grades 1-5, As needed by teacher or family request; also with students referred to intervention.</i> | One-on-One Conferences not including students | Sharing individualized Evidence of current strengths and needs | Reinforce relationship; share data on academics and social emotional learning |
| Student Led Conferences- Grades K-5 (End of Trimester) | One-on-One or small group; ala publishing party) | To have students lead a presentation of their academic and social emotional learning | With students tracking their progress through portfolio reflection the entire year, SLCs allow |

| | | | |
|--|-----------------------------|--|---|
| | Conferences led by students | targets and progress over the course of the school year. | students to celebrate their success and/or identify strategies to help each student reach his or her goals. |
|--|-----------------------------|--|---|

student-led conferences in grades 1-5 Instead of traditional parent-teacher conferences, student-led conferences are 20-minute student presentations to parents that include an introduction, a summary of a successful learning target in reading and math, and an explanation of a strong piece of written work. In addition, students explain the investigation/expedition that led to their culminating project from social studies and science.

Student-Led Conferences (SLCs) effectively allow students to have a voice in sharing their academic progress. They provide a unique opportunity for students, families, and teachers to discuss students' academic progress and develop concrete action steps to support the student's academic success. Student-Led Conferences replace traditional parent teacher conferences and are led by the student, rather than the teacher. In addition to engaging parents in the academic progress of their child, SLCs allow older students to reflect on their academic performance, set goals, and advocate for the support they need to meet these goals. This empowers students to take ownership of their education, becoming independent, self-reflective learners.

parent teacher conferences **Parents or teachers may always reach out to schedule a conference** regarding student progress or concerns at any time. Teachers may be reached via email to schedule a meeting.

celebrations of student learning / expo Celebrations of Student Learning showcase and honor the work of all students, empowering them to take the lead role in communicating their learning. At a Celebration of Learning, students make connections among their work, habits of community stewardship and state and common core standards. At the center of celebrations of learning are high quality work products and performances that reflect the content and the skills the students have learned. Celebrations are created for an audience beyond the classroom--an authentic audience.

- *Exposition Events*- Once each semester, students celebrate the learning acquired in their Expedition. The date range for Celebrations of Learning is indicated on the school calendar.
- *Publishing Parties*- After the completion of a writing Unit

how to support the school

volunteering- Mundo Verde welcomes and encourages parents to serve as volunteers in a variety of capacities. They can serve as experts for expeditions, chaperones for field trips and field work, translators for meetings or documents, and assistants with special events. Parents can also support the school by volunteering to serve as a room parent, on a committee of Mundo Verde Padres, and the school's parent association.

If you would like to volunteer, please contact your child's teacher or the receptionist at the Front Desk to coordinate appropriately. Before volunteering in the classroom, family members must complete brief volunteer orientation. School volunteers are required to sign in at the Front Desk and wear a visitor nametag so that they are recognizable to school personnel. All volunteers who contribute ten or more hours in the course of a month are required to undergo a background check.

Experts and Field Work- Students in EL Education Schools use the natural and social environments of their communities as sites for purposeful fieldwork and service connected to academic work. Often parents can

fill the role of the articulate, clear, and engaging experts to inform and help student reflect upon their learning. Parents are also often able to recommend relevant sites for field work or service opportunities.

Room parents - Family members who volunteer as room parents work to build community within their classes, serve as resource to their class parents, focus on class specific communications and support classroom teachers. There is one Room Parent per class and a Grade-level Room Parent for grade-wide communication.

community conversations

Community Conversations (CC) are a series of on-going conversations in which families meet with Leadership and school personnel to provide feedback on school priorities and school's progress along established goals. They are forums co-designed by parents and school leadership to provide families with a meaningful opportunity to shape the school's success and opportunities throughout the year for open communication between families and school leadership. The sessions are usually held in the evening and childcare and dinner are provided.

Community conversations - A Series of Meetings:

- Back to School Nights: Embracing our Community, Orienting, Learning & Connecting
- Fall CC: Here and Now Building community together Checking in on the current year
- Winter CC: Future Long-term aspirations and directions, Use of resources, Strategic priorities
- Spring CC: Closure Sharing concrete plans & tuning, Framing the next school year

mando verde padres (MVP) - our family / parent association

In many ways, Padres is like a traditional parent-teacher association. Padres collaborates with the administration, staff and teachers to create community while actively supporting the school's mission through book sales, clothing swaps, service opportunities, heritage celebrations and other events for families and students. MVP also works to ensure that our school is diverse, equitable and inclusive.

All parents are considered members of Mundo Verde Padres. There are no dues. In Spanish, "padres" means parents, but we define that in the broadest sense to mean anyone who is engaged in helping our children become responsible, educated citizens and careful stewards of our planet. We welcome the involvement of grandparents, aunts, uncles, friends and neighbors. It really does take a village. MVP meets regularly usually one Friday a month, from 8:30 to 9:30 am. All families are invited and encouraged to attend. These meetings are noted on the Year at a Glance calendar and are announced in LivingTree and in the bulletins. MVP collaborates with the administration, staff and teachers to create community while actively supporting the school's mission. In addition to community building and event planning, MVP aims to facilitate dialog between the school administration and parents. MVP leadership helps plan community conversations and helps the school respond to issues raised during these conversations.

The goals of Mundo Verde Padres:

- To encourage parent participation in the school;
- To organize and direct volunteers in volunteer activities and in support of school efforts;
- To provide input to school leadership on topics of interest and concern to the parent community;
- To strengthen a sense of community among parents through events, communications, and person-to-person contact.

The parent association does this work via the following committees: Sustainability, Community Service/Outreach, Welcoming, Events/Activities/Traditions, Race/Inclusion/Diversity/Equity, and Room Parents. To learn about Volunteer Opportunities, contact the Padres leadership via padres@mundoverdepcs.org or connect with Mundo Verde's Outreach Team.

family visitors

Families are welcome and encouraged to visit the school and their student's class after the first six weeks of school. In order to assure an effective, positive, and nurturing learning environment with minimal distractions, we ask that you follow the guidelines below when visiting a classroom while school is in session:

- Contact the teacher with at least 24 hours notice so that s/he can plan for your presence and inform you of any special information or considerations.
- Sign in at the main office and wear a visitor's badge on your shirt/jacket.
- All cell phones must be silenced/turned-off while in classrooms.
- To allow teachers to focus on instruction, no conferences with teachers or students should take place during the school day.
- Families who are disrespectful or engage in an inappropriate manner with students, staff, or other visitors, may be denied permission to be on school grounds, to attend field trips, or to attend Mundo Verde sponsored events.

communication

Mundo Verde keeps our families informed through the following forms of communication:

- *Family Update* -provides information to all families on news, events, activities, and reminders. Published weekly and sent directly via e-mail to family members.
- *Robo Calls* and *Text to Cell Phones* -emergency messages, urgent updates.
- *Paper and text-to-cell phone versions* of our updates are provided to families with limited internet access.
- *Website* - The school calendar and all forms needed to register for services (meals, extended day, bus) can be accessed the through family section of the website. We are working on a password protected section of the website where families will be able to also find the family handbook and family directory, along with past issues of the family update.
- *LivingTree* is our virtual platform to share information and celebrations. Most importantly, teachers use the platform to publish information to communicate and collaborate with families about students and grade-level developments.
 - Mundo Verde establishes LivingTree accounts for every parent using their primary email address.
 - Every parent will receive individual emails directly through LivingTree , unless you change your settings to the form of a daily digest or to receive no communication ("notification").
 - If desired, parents can instead or in addition access LivingTree through a web-based platform or app.
 - *Grade-level Update* - teachers publish a weekly post on important information about all that happens in the classroom.
 - *Program-specific notifications* - program managers publish updates as needed about the extended day program, transportation program, meals program.
 - *Calendar* - the school, teachers, and parents use a virtual calendar to post school wide, grade, and class events and activities.
 - *Conversations among families* - Families are able to engage in virtual conversations with each other - by ward, class, grade, or the entire parent community (we believe this full community element will be improved from last year and look forward to feedback from families).
- *Ongoing personal communication between teacher and family* (at least monthly) - Teachers will make calls, send email or notes home, or connect informally in conversation to provide parents with anecdotes about their child(ren). This communication serves to build a foundation to work with families and support our students.

Families that are not receiving communication from the school should contact the Outreach Team (specifically Communications Coordinator, Diana Rayas) at communications@mundoverdepcs.org or 202-750-7060.

invest in mundo verde

Mundo Verde is quickly becoming a model for other schools and organizations, as well as one of the most sought-after charter schools in the District. Mundo Verde's Spanish immersion program, Expeditionary Learning model, and sustainability focus are some of the elements that go into making Mundo Verde an innovative and successful school. All of these components have significant cost implications that increase the demands in our budget.

As a public charter school, Mundo Verde receives public funds on a per-pupil basis. However, public funding is simply not enough to cover the full costs of educating each child in an enriched Mundo Verde environment. To bridge the gap, Mundo Verde seeks additional sources of funding from government grants, private foundations, corporations, and individuals.

In our first five years of operation we have had an outstanding show of support from our community of parents, grandparents, relatives, staff, and amigos. We are truly fortunate to have generous and involved families and friends playing an active role in making the Mundo Verde mission a reality!

every donation counts

Contributions from Mundo Verde families, at any level, make a difference and have a direct influence on our students' experiences. Thanks to the generosity of our supporters, we are able to:

- Attract and retain talented and dedicated staff AND keep them sharp with innovative professional development;
- Offer our students immersive, hands-on field studies, experiential learning opportunities such as working with real-life experts, and activities that stand out from regular offerings like cooking and gardening classes and school-wide nature adventure excursions on a regular basis;
- Provide staff with equipment and supplies for academic, arts, and athletics programs; and
- Continue enhancing and expanding our campus to better meet the needs of our growing student body and better align with our mission and principles

how to give

Each year, we ask Mundo Verde families to make an investment in our school. We are honored, inspired, and appreciative with every single contribution. We believe that every family who gives does so because they believe in Mundo Verde and because they want to invest in their children's education. Every year we strive for 100% participation among Mundo Verde families and so we invite you and your family to show your support by contributing an amount that is personally generous. As a school deeply rooted in the principle of inclusion, we believe in the potential and capacity for achievement of **all our students**. Likewise, we know **every family has the power to contribute in meaningful and important ways** no matter the time, funds or talents they may have. For this campaign as well as for the development of our community culture, it is important to empower ALL families with a sense of possibility and might. Everybody can contribute to Mundo Verde's future in critical ways:

- **Donate online:** Go to <http://www.mundoverdepcs.org/invest-in-mundo-verde/> and click the DONATE NOW button to the left. You can charge your one-time or recurring gift on American Express, Visa, or MasterCard (recurring giving can help you set a larger contribution by spreading it evenly through the year).
- **Donate by check, cash or money order:** Send to Development Office, Mundo Verde Bilingual Public Charter School, 30 P Street NW, Washington, DC 20001
- **Gift appreciated stock:** Donating gifts of stock or securities may provide you significant tax advantages. Please call Isadora Carreras at 202-750-7051.
- **Donate using your Mundo Verde accounts:** Mundo Verde families can now set up recurring contributions directly from their school accounts.
- **Leverage your gift:**

- Give where you work: Check with your employer to see if they participate in United Way or Combined Federal Campaign (CFC) giving. When you designate Mundo Verde, please let us know, as sometimes designation reporting takes some time to get to us.
- Employer matching: You might be able to make your gift go farther! Please check with your employer to find out if they have a matching gift program.
- **Donate your time**: There are many ways to [volunteer](#) and have great impact while connecting with your child(ren)'s school and other parents (please refer to the Mundo Verde Padres (MVP) Welcome and Volunteer Opportunities in your *Back to School* packet) .

To find out more about the our fundraising needs or if you have any questions, please contact Isadora Carreras at 202-750-7051 or at icarreras@mundoverdepcs.org. We invite your questions...and thank you in advance for your generosity!

the Mundo Verde Gala - a new tradition

Last year a group of volunteer parents organized Mundo Verde's inaugural gala. This tremendously successful event set a high bar for future years with a warm and festive ambiance, delicious food sourced at discount and donated by local restaurants, exciting auction items, and great sponsors. The event grossed nearly \$100,000 for campus improvements.

To make the 2017 Gala a success we are looking for parents to :

- Volunteer to serve as Gala chairs, steering committee members, and in a myriad of other tasks for the day of the gala. Participating in the gala committees and volunteering at the gala are a great way to get involved and get to know other parents.
- Donate items for the silent auction: help us collect gift certificates for shops, restaurants, experiences and services, vacation homes, unique experiences, and high-end products
- Become general sponsors: sponsorships help defray significant event expenses and allow us to net more dollars for the school's programming and projects. Sponsorships start at the Teacher Sponsorship level which helps subsidize the pool of subsidized tickets for teachers.
- Buy an ad in our program: ads help fund the gala and are seen by over hundreds of guests the night of the Gala.
- Buy tickets and attend the gala

student safety and care

emergency contact information

Mundo Verde keeps emergency medical information and contact information for each student on file in the event of an emergency. **Please ensure that your most recent contact information is up to date and on file with the school.** [Click here \[http://mundoverde.tfaforms.net/17\]](http://mundoverde.tfaforms.net/17) **if you want to update your contact information.** In the event of an emergency, the school will call 911 and then immediately call parents/guardians. Parents/guardians should ask to review their child's medical forms if they have questions or need to make changes.

health

physical and emotional information Critical to supporting every student, parents/guardians must inform the school if a child has been injured physically or emotionally. Having this information will ensure that the school makes appropriate accommodations for the child (e.g. not going to health & fitness if physically injured or providing any other support the child may need, taking additional care in supporting a child who has just experienced a death in the family, or knowing about an injury that happened over the weekend while playing).

first aid Several members of our staff are CPR and First Aid trained. That said, the first-aid care the school can provide is very limited. If a child is hurt or complains of an illness, the nurse, teacher or

administrator will treat simple cuts or bruises by applying a bandage or ice, but cannot administer more serious medical treatment. The nurse will call the parent/guardian in the event of such an injury or illness and the student will be taken care of and made as comfortable as possible until the parent/guardian arrives. In the event of emergency, we will contact 911 services and then proceed to contact the parent/guardian(s).

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.

illness/injury In order to maintain a healthy school, parents/guardians should not send their children to school with any contagious diseases such as the flu, strep throat, chickenpox, measles, conjunctivitis (pink eye), ringworm, or scabies. Students with any of these conditions will be sent home from school until they are no longer contagious. Parents must pick up their child within two hours of being notified that their child is sick with a contagious illness. Please follow the following guidelines:

- If your child is not feeling well in the morning, particularly if he or she has a fever of 100 degrees or more, do not send him or her to school.
- Parents/guardians should not send their children to school within 24 hours of vomiting or running a fever of 100 degrees or higher.
- Students should not return to school until 24 – 36 hours after beginning the course of antibiotics.
- If you believe that your child has a communicable disease, we encourage you to visit a Doctor's office, clinic, ER or health center.
- If you have questions about what illnesses qualify as communicable diseases (please see the [list here](http://tinyurl.com/MV-List-Communicable-Diseases) - <http://tinyurl.com/MV-List-Communicable-Diseases>).
- If your child is diagnosed and/or treated for a communicable disease, please inform the school and provide the nurse with any necessary documentation at health@mundoverdepcs.org and attendance@mundoverdepcs.org, or in person. The school will request documentation that the child is cleared to return to school both for their safety and the safety of other students and staff in order for them to return to school.

In the event of a hospitalization, Mundo Verde request that parent/guardian provide a doctor's note showing that their child is healthy enough to return to school, and include information on needed accommodations and/or medications.

In order for absences to be considered excused, written communication (paper or digital) regarding the illness should be sent to attendance@mundoverdepcs.org.

Questions? Please call the School Nurse at [202-750-7060](tel:202-750-7060).

lice policy Mundo Verde's policy follows a clinical report from the [American Academy of Pediatrics](#).

- Head lice infestation is common in the United States among children 3 to 12 years of age.
- Head lice are not a health hazard or a sign of uncleanliness and are not responsible for the spread of any disease.
- Affected children should be treated promptly to minimize spread to others. To that end, families will be asked to pick up their affected child as soon as possible.
- Mundo Verde will not perform classroom or school-wide screenings due to the lack of evidence of efficacy, and the potential for far more damaging social and emotional stigma and lost instructional time.
- Various environmental interventions may be performed; herculean cleaning measures are not beneficial.

If you find that your child has lice, please treat him or her immediately. Please notify the school if you discover that your child has lice so that MV can:

1. Immediately notify room parents
2. Notify families with a summary of known cases
3. If the school discovers a case of lice, the family will be notified and provided information on how to treat lice
4. Ask families to notify the school before the child returns that they have been treated
5. Families can request a check or consultation from the School Nurse

medications No medications of any kind, including over-the-counter medications, should be sent to school with your children. We strongly encourage parents/guardians to administer short-term medications, such as antibiotics, at home. If your student requires medication during school hours, the school nurse and trained staff members are available to administer medication. If a student requires medication during school hours, parents/guardians must do the following:

- Complete the [Medication Administration Authorization Form](http://tinyurl.com/DC-Medical-Admin-Form) [<http://tinyurl.com/DC-Medical-Admin-Form>] authorizing school staff to administer the medication. This form is available on our website and in the Health Suite. Please note that prescription medications must be authorized by a doctor. Non-prescription medications may be authorized by the parent/guardian alone.
- Give the medication to the School Nurse (not the teacher or Front Desk) for safekeeping.
- The medication must be in its original container and labeled with:
 - The child's name and grade
 - The name of the medication
 - The correct dosage and frequency of the medication to be taken
 - Purpose of the medication

These medical policies and procedures are subject to change according to current local, state, and federal policy. Families will be notified in writing when and if there are any changes.

If a medication needs to be given to a child but not on a regular basis, all medical administration forms should still be completed and the School Nurse must be notified each and every day that the medication should be administered by emailing health@mundoverdepcs.org.

For field work, students who require medication such as an inhaler or Epi-Pen, must provide a separate medication for the day of the trip in addition to the medication stored at school. Families must drop off the medication with the school nurse for each trip. If families have any questions about medication, they should contact the school nurse or email health@mundoverdepcs.org.

security

To maximize time for student learning and development, Mundo Verde is a safe, orderly, and organized school. School-wide expectations for student and adult behavior are clear and actions taken should be consistent, respectful, and developmentally appropriate. **All visitors may be asked for I.D and must be signed in and checked out before entering the premises and wear a visitor badge at all times.**

emergency contingency plan In the event of an emergency (e.g. a lock-down or evacuation of the building) our immediate and primary concern is the safety of our students and staff. The families will be called and notified as to the status of the situation, location of their child, and status of the scheduled activities for the day as soon as possible given the situation. IT IS OF UTMOST IMPORTANCE THAT WE HAVE CORRECT CONTACT INFORMATION AT ALL TIMES. If your phone numbers change, please update

your information using the online forms available on our website. If our school must be evacuated, all students will walk to the designated evacuation location.

drills Fire drills are conducted monthly to prepare staff and students for a safe and orderly evacuation of the building in case of an emergency. In the event of a fire drill or fire emergency, students will be led to evacuate the building and gather in an orderly manner outside the building. Other drills, such as shelter in place or earthquake, are also conducted.

pets Currently no pets are allowed on school property without the prior approval of our executive director and principal.

child and family services agency mandated reporting

Every staff member and long-term volunteer at Mundo Verde is a mandated reporter requiring the reporting of any suspected abuse or neglect to D.C. Child Protective Services (CPS). Below are the process and guidelines that Mundo Verde staff members follow.

Anyone involved in the care and treatment of children under the age of 18 is considered a "mandatory reporter" and is required to report cases of child abuse and neglect. According to D.C. Code 2-1357, any mandated reporter who fails to make a report will be fined or imprisoned. If child abuse or neglect is suspected, mandated reporters must immediately call D.C. Child and Family Services Administration (CFSA) reporting hotline at 202-671-SAFE (7233).

Mandated reporters must call the CFSA hotline immediately, even if all the information is not available. If requested, reports may be required to follow up with a written report to the D.C. Child Protective Services. Once an abuse report is filed, CPS will assess and investigate the case. CPS determines the nature, extent, and cause of child maltreatment and assesses possible risk to the child if left in the situation. Please note that staff members who report suspected abuse or neglect are not allowed to disclose the report to parents or guardians.

As discussed in the attendance section above, Mundo Verde is also required to report truant students to the Child and Family Services agency.

zero tolerance towards drugs

Mundo Verde has adopted a zero-tolerance policy at all times towards drugs. As such, Mundo Verde strictly prohibits the illegal sale, purchase, use, or possession of or reporting to work under the influence of any intoxicating substances, non-prescribed narcotics, hallucinogenic drugs, marijuana, or other non-prescribed controlled substances while on Mundo Verde's premises or property, during working hours, or while on Mundo Verde business. No student or non-student, including adults and visitors shall possess, use, or distribute drugs on school grounds.

smoke-free school

Mundo Verde is a non-smoking building. Parents, students and staff are prohibited from using any tobacco products in the building or on school grounds at any time.

weapons policy

Mundo Verde takes the safety of all students, staff and community members seriously. Weapons are prohibited at all times at Mundo Verde; no student or non-student, including adults and visitors shall possess, use, or distribute a weapon on school grounds.

student support

parents requesting support

Mundo Verde students will be helped and supported to be successful in their learning and as caring individuals. We believe that all children can achieve with the support of parents, teachers and students working together. We are advocates for the students and most importantly work in partnership.

If you have questions or concerns regarding barriers to learning that your child may be experiencing, for example: Emotional Crisis; Learning Delays, please contact the Director of Student Support. Please note that there is a 120 day timeline for evaluating students for learning disabilities.

inclusion team

Mundo Verde's Inclusion Team works to address the needs of students who are in need of Intervention and specialized education services. The Inclusion Team and the general education teacher will provide interventions to identified at-risk students, in order to avoid retention, dependence on remediation, and inappropriate placement in special education. The Inclusion Team will be fully integrated into the general methods of instruction, many of which provide support to students by design or as indicated by the student's individualized education plan. The Inclusion Team will also provide for a robust and integrated approach to identifying and addressing the needs and interests of special needs students.

The Inclusion Team will provide a coordinated approach to data analysis (including assessment and observation), student assistance, teacher assistance, and instructional consultation for general education as needed. It will be a multidisciplinary team. The Inclusion Team in conjunction with individual classroom teachers, parents, will collaborate to design, deliver, and implement research based practices to identify and support at-risk students and students with disabilities in inclusive environments. If classroom supports prove to be ineffective in addressing the student's needs, the student may be eligible for special education services and the Inclusion Team may convene to make a referral.

special education team

Mundo Verde values diversity of all kinds in our community. Our strong belief is that all students, including those with disabilities, can achieve at high levels. We also believe that all students benefit from the inclusion of students with disabilities in the general education classroom. Research demonstrates that students with disabilities perform better with greater access to the general education curriculum and non-disabled peers.

Our special education program is designed to provide educational access to our students with disabilities through Individualized Education Programs (IEPs) and 504 plans. The goal of the special education program is to identify and serve student needs through a rigorous and timely referral, evaluation, and eligibility process. If a child is believed to be in need of special education services ages 3+, parents can refer the child to the Inclusion Manager.

english language learners (ell) / language learning

All Mundo Verde students are language learners, and biliteracy in English and Spanish is a primary goal of our educational program. Mundo Verde is dedicated to ensuring that our teachers have the resources they need, that our curriculum is focused on maximizing literacy and language acquisition, and that each of our

students is making adequate progress toward biliteracy. We recognize that students learning language other than their home language for the first time may need additional support to advance at the same rate as students who speak the language at home as well. Our staff are experts at identifying and addressing the learning needs of language learners, both in the classroom and through individual instruction as appropriate.

Per DC law, all families complete a Home Language Survey upon enrollment, and students who speak a language other than English for communication at home are screened for limited english proficiency (LEP). If a student meets qualifications for LEP status, families are notified within 30 days of the assessment.

social skills work

Mundo Verde has a social-emotional curriculum, as well as a Student Support Coordinator, Restorative Practices Coordinator, and social worker, on staff to help ensure that all students are ready to learn every day. They work with teaching staff, families, and students to ensure that the learning environment is safe for all students, that families have access to community resources to help them, and that students develop the social skills necessary for success in the classroom. They consult with teachers and parents to support their development of nurturing relationships and environments for students. Social skills groups are offered based on referrals to the social worker.

promotion and retention

promotion

The strongest consideration for promotion is whether or not a student is equipped with the necessary skills to excel at each successive grade level. In making decisions regarding promotion, the school considers whether a student is successfully meeting standards, based on evidence from standardized tests, indicators of social-emotional growth, student work samples, attendance, and teacher recommendations, indicating readiness for the next grade. Mundo Verde is very cautious to consider promotion or retention outside of a student's age cohort.

summer program referral

The Summer program offers students who have not mastered grade-level standards the opportunity to continue reading throughout the summer to avoid reading loss, receive intervention services, and make up for instructional time that was lost due to excessive absences. Families will be informed of their child's academic progress in March through report cards and student led conferences. Teachers will use assessment data and student work samples to make summer program referrals in late April. Students who have accrued seven unexcused absences in by April will also be referred. See additional details below in [Appendix j: Summer Program and Retention](#) (page 73).

retention

Students may be retained in a previous grade level if they have not mastered critical, foundational skills required for success in the following grade. Students may also be retained for excessive absences. Families must agree to retention and attend a conference with the Principal or Director of Student Support. Families must be informed throughout the year of their child's progress - retention must never be a "surprise". Families will be informed of their child's academic progress in March through report cards and student led conferences. Teachers will use assessment data and student work samples to make retention recommendations in late April. Students who have accrued 40 unexcused absences by April will also be recommended for retention. Families of students being recommended for retention will be invited to meet with the principal.

The final decision regarding retention and promotion rests with the Principal, after consulting with the family and appropriate staff. See additional details below in [Appendix j: Summer Program and Retention](#) (page 73).

complaint and resolution process

The well being of the child should always be paramount. If you have a concern about your child, a staff member, or school process or policy, please address the concern with your child's teacher. Most difficulties can be resolved by communicating concerns promptly and candidly with teachers and staff.

If your child's teacher does not resolve your concern, then please communicate with the Principal, Director or Coordinator as appropriate (i.e. the Director or Operations, Extended Day Program Coordinator, or Inclusion Manager). These staff will assist to resolve concerns and reach a mutually agreeable resolution.

If the above individual(s) does not resolve your concern, then please address your concern with the Executive Director or refer to the grievance process (immediately below).

grievance process

It is the policy of Mundo Verde Public Charter School ("Mundo Verde") that all employees, students, parents, and visitors have the right to voice their complaints or grievances about matters pertaining to its programs and activities. Accordingly, the following grievance procedure should be employed to ensure that complaints receive full consideration.

1. What May Be Grieved

The Mundo Verde grievance process should be used as follows: (1) to deal with complaints and concerns pertaining to educational environment (including but not limited to the experiences of special education and LEP students), employment arrangements, or interpersonal conflicts; and (2) to resolve complaints of discrimination and harassment based upon race, color, national origin, sex, disability, age, religion, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, political affiliation, source of income, or otherwise.

2. Who May Grieve

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

3. Other Remedies

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

4. Informal Grievance

Because most difficulties can be resolved by communicating a concern to someone, grievants are encouraged to discuss their concern or harassment complaint promptly and candidly with their immediate supervisor, the student's teacher, the school principal, the Chief Operating Officer or the Executive Director. The grievant is not required to discuss his or her complaint with the alleged harasser or perpetrator in any manner or for any reason prior to initiating a formal grievance.

5. Formal Grievance

Within ninety (90) days of encountering the harassment, discrimination, or complaint that is the subject of the grievance, a grievant shall file a written notice with the School Principal, the Chief

Operating Officer, or with the Executive Director. The written notice shall identify the nature of the complaint, the date(s) of occurrence, and the desired result, and shall be signed and dated by the person filing the grievance.

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

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

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

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

6. Appeals

If the grievant is not satisfied with the Response, the grievant may appeal in writing to the Chair of the Board of Directors (or designee) within ten (10) business days of the date of the Response summarizing the outcome of the investigation. The written appeal must contain all written documentation from the initial grievance and the grievant's reasons for not accepting the Response.

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

7. Prohibition Against Retaliation

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

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

8. Modification

Mundo Verde may approve modification of the foregoing procedures in a particular case if the modification (a) is for good cause, and (b) does not violate due process rights or policies of Mundo Verde.

9. Contact Information-

- a. Academic Issues- Please note that this will be the order issues will be addressed.
 - i. Lead Teachers in Language of concern.
30 P Street NW
Washington, D.C. 20001

- 202-750-7060
 - ii. Dahlia Aguilar
Principal
30 P Street NW
Washington, D.C. 20001
202-750-7060
 - iii. Kristin Scotchmer
Executive Director
30 P Street NW
Washington, D.C. 20001
202-750-7060
 - iv. Lynsey Wood Jeffries
Chair of the Board of Directors
30 P St NW
Washington, D.C. 20001
202-750-7060
- b. Legal/finance/ hr issues- Please note that this will be the order issues will be addressed.
 - i. Human Resources or Finance or Operations Department
30 P Street NW
Washington, D.C. 20001
202-750-7060
 - ii. John Breyer
Chief Operating Officer
30 P Street NW
Washington, D.C. 20001
202-750-7060
 - iii. Kristin Scotchmer
Executive Director
30 P Street NW
Washington, D.C. 20001
202-750-7060
 - iv. Lynsey Wood Jeffries
Chair of the Board of Directors
30 P St NW
Washington, D.C. 20001
202-750-7060

Grievants also have the right to file a complaint with the Office for Civil Rights by: (1) mailing the complaint to Director, District of Columbia Office, Office for Civil Rights (OCR), U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-1475; (2) faxing it to (202) 453-6021; or (3) filing it electronically at: www.ed.gov/ocr/complaintprocess.html. For more information, you can contact OCR at (202) 453-6020 (voice), (877) 521-2172 (TDD), or ocr.dc@ed.gov.

non-discrimination policy

In accordance with Title VI of the Civil Rights Act of 1964 ("Title VI"), Title IX of the Education Amendments of 1972 ("Title IX"), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Age Discrimination Act of 1975 ("The Age Act"), applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Mundo Verde PCS are hereby notified that Mundo Verde PCS

does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment or employment in, its programs and activities.

Anyone having inquiries concerning Mundo Verde's nondiscrimination policy or who wish to file a complaint alleging discrimination by Mundo Verde should contact John Breyer. If for any reason an alternate contact is needed, please contact Kristin Scotchmer.

John Breyer
Chief Operating Officer
30 P Street NW
Washington, D.C. 20001
202-750-7060

Kristin Scotchmer
Executive Director
30 P Street NW
Washington, D.C. 20001
202-750-7060

Any person who believes that Mundo Verde has discriminated on the basis of race, color, national origin, sex, disability, age, religion, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, political affiliation, or source of income, or otherwise may submit a complaint pursuant to Mundo Verde's Grievance Procedures. A copy of the grievance procedures can be obtained by request through the individual(s) identified above.

student records

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("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 after the day Mundo Verde PCS receives a request for access.*

Parents or eligible students should submit to the school Principal or Director of Compliance and Accountability a written request that identifies the records 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 or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.*

Parents or eligible students who wish to ask the Mundo Verde PCS to amend a record should write the school principal or Director of Operations clearly identify the part of the record they want changed, and specify why it should be changed. 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 of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. *The right to provide written consent before the school discloses personally identifiable information (PII) from 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) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee,

such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. Mundo Verde PCS will forward records upon request of other school districts.

4. *The right to file a complaint with the U.S. Department of Education concerning alleged failures by Mundo Verde PCS to comply with the requirements of FERPA.* The name and address of the Office that administers FERPA are:

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

See the list below of the disclosures that elementary and secondary schools may make without consent. FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student:

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))

- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
 - To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
 - To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
 - To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
 - To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
 - Information the school has designated as "directory information" under §99.37. (§99.31(a)(11)).
- Mundo Verde designates the following information as "directory information":

- ☐ Student Name
- ☐ Address
- ☐ Telephone Listing
- ☐ Email Address
- ☐ Names of Schools Previously Attended
- ☐ Name of school attending
- ☐ Dates of Attendance
- ☐ Participation in officially recognized sports and activities
- ☐ Diplomas and Awards received

All families have the opportunity to opt out of having directory information shared during the annual enrollment and reenrollment process. Families may update their FERPA preferences by contacting the Front Desk or using the [Change to FERPA preferences form](https://mundoverde.tfaforms.net/19) [https://mundoverde.tfaforms.net/19].

transfer of student records

When Mundo Verde receives a request for educational records from a school at which a former student has enrolled, or a school at which a current student seeks to enroll, the following definitions apply. The requesting institution must request the type of records to be included, and a date range.

- Report Cards and Progress Reports: Report cards for the specified date range.
- Attendance Records: Daily attendance records for the specified date ranges, with simplified designations: Present, Absent, Tardy. *Excused, unexcused, and suspension details will not be included.*
 - ☐ If a student has been referred to OSSE and/or Child and Family Services within 12 months, those referrals will be included with attendance records, along with more detailed daily attendance definitions
- Test Scores: Results of state-mandated assessments, such as PARCC, and special program qualifying exams, such as LEP screening assessments. *Internal formative and summative assessments will not be included.*

appendix a: school calendar

Mundo Verde PCS 2016-2017 Family & Staff Calendar

| August | | | | | | | September | | | | | | | October | | | | | | |
|----------|----|----|----|----|----|----|-----------|----|----|----|----|----|----|---------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa | Su | M | Tu | W | Th | F | Sa | Su | M | Tu | W | Th | F | Sa |
| | 1 | 2 | 3 | 4 | 5 | 6 | | | | | 1 | 2 | 3 | | | | | | | 1 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 | 2 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 7 | 2 | 3 | 4 | 5 | 6 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | 3 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 8 | 9 | 10 | 11 | 12 | 13 |
| 1 | 21 | 22 | 23 | 24 | 25 | 26 | 4 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 9 | 16 | 17 | 18 | 19 | 20 |
| 2 | 28 | 29 | 30 | 31 | | | 5 | 25 | 26 | 27 | 28 | 29 | 30 | | 10 | 23 | 24 | 25 | 26 | 27 |
| 6 | | | | | | | 21 | | | | | | | 18 | | | | | | |
| November | | | | | | | December | | | | | | | January | | | | | | |
| Su | M | Tu | W | Th | F | Sa | Su | M | Tu | W | Th | F | Sa | Su | M | Tu | W | Th | F | Sa |
| | 1 | 2 | 3 | 4 | 5 | | | | | | 1 | 2 | 3 | 18 | 1 | 2 | 3 | 4 | 5 | 6 |
| 11 | 6 | 7 | 8 | 9 | 10 | 11 | 15 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 19 | 8 | 9 | 10 | 11 | 12 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 | 16 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 20 | 15 | 16 | 17 | 18 | 19 |
| 13 | 20 | 21 | 22 | 23 | 24 | 25 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 21 | 22 | 23 | 24 | 25 | 26 |
| 14 | 27 | 28 | 29 | 30 | | | 25 | 26 | 27 | 28 | 29 | 30 | 31 | | 22 | 29 | 30 | 31 | | |
| 19 | | | | | | | 12 | | | | | | | 19 | | | | | | |
| February | | | | | | | March | | | | | | | April | | | | | | |
| Su | M | Tu | W | Th | F | Sa | Su | M | Tu | W | Th | F | Sa | Su | M | Tu | W | Th | F | Sa |
| 22 | | | 1 | 2 | 3 | 4 | 26 | | | 1 | 2 | 3 | 4 | 30 | | | | | | 1 |
| 23 | 5 | 6 | 7 | 8 | 9 | 10 | 27 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 31 | 2 | 3 | 4 | 5 | 6 |
| 24 | 12 | 13 | 14 | 15 | 16 | 17 | 28 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 32 | 9 | 10 | 11 | 12 | 13 |
| 25 | 19 | 20 | 21 | 22 | 23 | 24 | 29 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 16 | 17 | 18 | 19 | 20 | 21 |
| 26 | 26 | 27 | 28 | | | | 30 | 26 | 27 | 28 | 29 | 30 | 31 | | 23 | 24 | 25 | 26 | 27 | 28 |
| 18 | | | | | | | 22 | | | | | | | 15 | | | | | | |
| May | | | | | | | June | | | | | | | July | | | | | | |
| Su | M | Tu | W | Th | F | Sa | Su | M | Tu | W | Th | F | Sa | Su | M | Tu | W | Th | F | Sa |
| | 1 | 2 | 3 | 4 | 5 | 6 | 38 | | | | | 1 | 2 | 3 | | | | | | 1 |
| 34 | 7 | 8 | 9 | 10 | 11 | 12 | 39 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 2 | 3 | 4 | 5 | 6 | 7 |
| 35 | 14 | 15 | 16 | 17 | 18 | 19 | 40 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 9 | 10 | 11 | 12 | 13 | 14 |
| 36 | 21 | 22 | 23 | 24 | 25 | 26 | | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 16 | 17 | 18 | 19 | 20 | 21 |
| 37 | 28 | 29 | 30 | 31 | | | | 25 | 26 | 27 | 28 | 29 | 30 | | 23 | 24 | 25 | 26 | 27 | 28 |
| 38 | | | | | | | | | | | | | | | 30 | 31 | | | | |
| 22 | | | | | | | 9 | | | | | | | | | | | | | |

| | |
|---|------------------|
| Start date for new staff | 8/1/2016 |
| Start date for returning staff | 8/4/2016 |
| Start date Extended Day staff | 8/8/2016 |
| Home Visits | July - September |
| First Day of School K-5 | 8/24/2016 |
| PreK First Week Staggered Schedule: | |
| PK3 ONLY 8/24, PK4 ONLY 8/25, PK COMBINED 8/26 | |
| Extended Day Program Starts | 8/29/2016 |
| Winter Break | 12/19/16-1/2/17 |
| Spring Break | 4/17/17-4/21/17 |
| Last Day of School | 6/14/2017 |
| Key | |
| Holiday/School Closed | |
| End of Trimester* | |
| Teacher Professional Development / No School for Students | |
| Student Led/Parent Teacher Conferences / No School for Students | |
| Celebrations of Learning | |
| Incident Weather Makeup Days - if needed | |
| *Report cards distributed one week after each trimester ends | |
| PARCC assessment window is to be determined | |
| School Hours | |
| Mon/Tues/Thurs/Friday | 8:30-3:30 |
| Wednesday | 8:30-1:00 |



appendix b: sample daily schedules

| PreK-3/PreK-4 | | Kindergarten | |
|--------------------|---------------------|----------------------|---------------------|
| 8:10 | Arrival | 8:10 | Lesson |
| 8:30 | In Class Breakfast | 8:30 | Crew Meeting |
| 8:45 | Morning Circle | 8:50 | Readers Workshop |
| 9:05 | Reading | 9:30 | Class w/Specialist |
| 9:15 | Music & Movement | 10:30 | Snack |
| 9:35 | Recess | 10:45 | Mathematics |
| 10:35 | Snack | 11:35 | Shared Reading |
| 10:45 | Lesson | 11:45 | Read Aloud |
| 11:00 | Centers | 12:00 | Lunch |
| 12:05 | Reading | 12:30 | Writing Workshop |
| 12:15 | Lunch & Bathroom | 1:10 | Center |
| 12:45 | Nap | 2:00 | Outside Play |
| 2:15 | Nap | 3:00 | Interactive Writing |
| 2:30 | Centers | 3:10 | Closing Circle |
| 3:10 | Closing Meeting | 3:30 | Dismissal |
| 3:30 | Dismissal | | |
| First -Third grade | | Fourth - Fifth grade | |
| 8:10 | Arrival | 8:10 | Arrival |
| 8:30 | Crew Meeting | 8:30 | Crew |
| 8:50 | Math | 9:00 | Eng Humanities |
| 10:10 | Recess | 10:20 | Recess |
| 11:30 | Lunch | 11:20 | Math |
| 12:00 | Outside Play | 12:40 | Lunch |
| 1:00 | Class w/ Specialist | 1:10 | Span Humanities |
| 2:00 | Reading | 2:30 | Specials |
| 2:45 | Expedition | 3:20 | Closing Circle |
| 3:15 | Closing Circle | 3:30 | Dismissal |
| 3:30 | Dismissal | | |

appendix c: arrival and dismissal routines & procedures

arrival routines

Goal: Students are more engaged and productive when they start their day confident that they are known well by others in the community, and that they have a clear understanding of what the community expects from them. Arrival routines help establish these two points of reference for the rest of the day.

In the building

8:10am: Doors open to main entrances and classrooms

- Students enter the building through the main entrance of our central building (La Casa) and the main entrance of La Casita (addition).
- PreK-3/4 and Kinder students
 - PreK students **must** be walked in to school with an adult; Kinder may be walked in to the school or may walk in alone between 8:10-8:29am
 - Free breakfast provided to students who are registered in the classroom
- 1st-5th grade students
 - May be walked in to school or may walk in alone between 8:10-8:29am
 - If registered for free breakfast, walk through the Zocalo to line up at the kitchen serving window. Students collect their food, and proceed to their classrooms to eat their breakfast.
- Kiss'N Ride Lane begins in front of school
- Staff are deployed between 8:10-8:30am across the school - in hallways, at doors, and in front of the building to ensure student safety, a timely start to the school day, and to support a culture of warmth.

8:29am:

- Whole school announcement made for all hallways to be cleared.
- The breakfast serving line closes. Students who would like breakfast, but arrive after 8:29am, should let their teacher know. Cereal and milk will be provided for them in the classroom.

8:30am: Doors close to Main Building and La Casita.

- Kiss'N Ride Lane in front of school ends.
- All students who arrive at or after 8:30am are tardy. All tardy students must be signed in by the adult who brought them to school.
- Failure to sign in your child when late will result in students being recorded as absent. Signing in ensures the security of each student, as they are immediately entered into our student information system as present and then appear on classroom, meal, and bus rosters. Rosters are used for daily routines, and for tracking students in the event of emergency evacuation.
- *1st-5th Grade Students* who are tardy must be signed in at the Main Building Front Desk by the adult who brought them to school.
- *PreK and Kindergarten Students* who are tardy must be signed in at La Casita Front Desk by the adult who brought them to school.
 - PreK students must be signed *and walked to class* by the adult who brought them to school.

Street Safety: Please cross P Street at 1st Street NW or North Capitol Street. The intersection of P and First Streets NW has a District Department of Transportation (DDOT) crossing guard daily between 8am - 4pm. We continue to request that the DDOT provide a second crossing guard at North Capitol Street.

Kiss'N Ride Car Lane: We have a 13-car length drop off lane in front of the school. Beginning at 8:10am, staff members are waiting to greet families, and to ensure children safely arrive to school.

1. Pull slowly and fully into the Kiss 'N Ride lane from the center of P Street
2. Pull your car as close to the curb AND as far forward as possible before stopping to discharge children.
3. Stop vehicle completely
4. Parent stays in vehicle with vehicle running and in the driver's seat at all times
5. Teacher on duty will open door for child
6. Parent says a brief goodbye, other drivers will be waiting behind to discharge children
7. Parent drives off once child has exited vehicle

There is NO PARKING in front of the school campus between 8am-4:00pm on school days. Cars may pull up in the lane to unload **only** if the driver remains in the vehicle. There is 15-minute parking between 4pm-6:30pm on school days. Limited parking in the drop off lane ensures:

- Families are able to safely and efficiently drop their children
- Our drop off and arrival procedures do not block the traffic along P Street
- Our building is accessible to emergency vehicles in the event of an emergency, including a fire.

Shuttle Bus [Shuttle Bus: Frequently Asked Questions \(FAQs\) \[http://tinyurl.com/MV-Bus-FAQs-SY17\]](http://tinyurl.com/MV-Bus-FAQs-SY17)

| | |
|-------------|---|
| 7:30am | <ul style="list-style-type: none"> • Bus arrives at Lamont Park in Mt. Pleasant/Columbia Heights • Students may begin boarding the bus |
| 7:45am | Bus departs Lamont Park for Mundo Verde |
| 8:10am | Bus arrives at Mundo Verde. The shuttle bus gets in line and acts as a car in the drop off lane. When the buses reach the front of the line, staff and volunteers escort students to the appropriate buildings. |
| 8:10-8:20am | Bus riding students transition to classrooms |

Inclement Weather: Students and parents may enter the building lobby (La Casa for 1st-5th grade and La Casita for PreK and Kinder) before 8:10am due to inclement weather at the discretion of the front desk receptionist. Parents must remain with and supervise their child/ren until 8:10am, at which point K-5th grade students may proceed to their classrooms, and PreK students may proceed accompanied by parents.

dismissal routines

Goal: Students who develop the skills of reflection and goal setting are better able to guide their own learning. Each classroom uses the last 10 minutes of the day to clean up, pack up, and hold a Closing Circle. School wide announcements are made for all 3:30pm bus riders and students being picked up by parents to begin dismissal procedures

| | |
|-------------|---|
| 3:30-3:45pm | <ul style="list-style-type: none"> • Dismissal takes place on the west side of each building. • Students will line up with their teachers. • Parents may begin signing out their child(ren) at 3:30pm. |
| 3:45pm | <ul style="list-style-type: none"> • Students not picked up will transition into extended day program. |

NO PARKING and NO Car Lane in afternoons: Parking is prohibited in the car lane and drivers must remain in their vehicles until after 4:00pm. Parking in the car lane is allowed after 4:00pm for 15 minute intervals.

Shuttle Bus: After dismissal, students will be escorted outside to wait for the bus.

3:40pm: Bus departs Mundo Verde

4:15pm: Bus arrives in Mt. Pleasant, if the bus is more than 15 minutes late, families will be notified.

Extended day: Extended day students may be picked up only by an authorized adult who signs them out at the Front Desk of Main Building.

Inclement weather plan: At 3:30pm, 1st- 5th grade parents enter the building to pick up students from the Zócalo Auditorium (Room 108). PreK - Kinder dismiss from La Casita.

appendix d: homework FAQ

| | |
|--|--|
| <i>What is the purpose of homework at Mundo Verde?</i> | The main purpose of homework at Mundo Verde will be to support class instruction. In general, homework is an opportunity to review previously introduced content, review skills for practice, and introduce new concepts so students have some background knowledge when a new topic is introduced in class. As well, homework provides additional time for tasks not completed during the school day. |
| <i>What should I do if I am having problems understanding the homework or how to help my child with it? What if this policy doesn't work for my child or our family?</i> | Communicate directly with your child's teacher if you are concerned about the your child's access to teaching or completion of the homework. Consult the principal if the teacher has not been able to assist you or your child with your concerns. |
| <i>What if the homework is in a language we don't speak?</i> | Parents can support students at home by making sure that they have the right environment and tools to get homework done (e.g., a quiet space and enough time, paper, dictionaries in both languages, writing utensils, and art supplies such as construction paper, paste, tape, and colored markers). Parents can also ask questions about the homework in the language spoken at home, thus giving the students opportunities to explain the assignment in their first language. As well, Mundo Verde supports communication between the teacher and the parents through the weekly teacher blog (published in LivingTree) in both languages. In the weekly message, the teacher describes the topics that are being taught and provide an overview of homework assignments for the week, along with written guidance for complicated assignments (and perhaps some models of completed assignments). |
| <i>What is the point of kids doing homework if it is not graded?</i> | Homework is an opportunity for student to extend learning at home as they are able and to build the habit of homework for later years. Teacher review homework and use it to evaluate the direction of instruction (i.e., noticing what students may have mastered, or what needs to be reviewed.) As well, it allows a teacher to know which students may need additional practice or differentiated attention in future lessons. This does not mean that teachers won't follow up with students about what they saw in homework via lessons or student conferences later. |
| <i>Why that specific homework for that grade? Parents know reading is important but why 15 minutes? Why to a parent or to self – what's the difference in terms of learning?</i> | The tasks listed are ones that have been shown to have the highest impact in terms of the academic success of young children. With teacher feedback we will decide if this needs to be narrowed or broadened. The times indicated represent a synthesis of what many researchers deem developmentally appropriate and what we believe to be a reasonable expectation for families to manage. If students are already reading independently they can read to themselves. If they are still learning to read independently they should read to a parent. Typically read to a parent PK/K/1. Read independently 1 -5 depending on your child's ability and development. |
| <i>What about science? (Or other topics)</i> | Homework for expedition may include these topics. As well, reading could be on varied topics, not just literature. |

appendix e: discipline

collaborative problem solving

Thanks to research in the neurosciences, we now know a lot more about how kids express social, emotional, and behavioral challenges that they have not yet gained the language or experience to resolve in a productive way. We now know that challenging behavior – whether it’s screaming, swearing, hitting, kicking, destroying property, or withdrawing – is set in motion by lagging cognitive skills, especially in the domains of flexibility, frustration tolerance, and problem solving. In young learners, their behavior may indicate a need for guidance to help them acquire an understanding of the consequences of their actions, their feelings, and those of others. We now know that challenging behavior isn’t the result of “bad parenting,” but is instead best understood as a form of developmental delay. And we now know that traditional discipline – with its heavy emphasis on consequences – doesn’t teach kids in crisis the skills they lack, and can actually set the stage for a challenging child’s worst moments. For children exhibiting challenging behaviors, teachers and families will work together to develop strategies to address the inappropriate behaviors.

The collaborative problem solving approach: **Collaborative & Proactive Solutions** (CPS) was first described by Harvard University’s Dr. Ross Greene, in his book [The Explosive Child](#). The model sets forth two major tenets: first, that social, emotional, and behavioral challenges in children are best understood as the byproduct of lagging cognitive skills (rather than, for example, as attention-seeking, manipulative, limit-testing, or a sign of poor motivation); and second, that these challenges are best addressed by resolving the problems that are setting the stage for challenging behavior in a collaborative manner (rather than through reward and punishment programs and intensive imposition of adult will).

This involves three basic ingredients. The first ingredient – called the Empathy step – is to gather information so as to achieve the clearest understanding of the kid’s concern or perspective about a given unsolved problem (such as completion of work, peer interactions, etc.). The second ingredient (called the Define the Problem step) is to enter into consideration adult concerns on the same unsolved problem. The third ingredient (called the Planning Step) involves having child and adult brainstorm solutions so as to arrive at a plan of action that is both realistic and mutually satisfactory – in other words, a solution that addresses both concerns.

For more information, see <http://www.ccps.info/index.html> and <http://www.livesinthebalance.org/>

removal from learning environment

Mundo Verde strives to prevent loss of learning time due to negative behaviors. Responses to negative behaviors that require removal from the classroom are utilized only in the cases of Tier 3 behaviors that threaten the health, safety, or welfare of a student, teacher, or staff member or repeatedly impair instruction for the student’s classmates. Examples include:

- Repeated Incidents in Tier 2 over the course of one day
- Causing or about to cause significant harm to self or others
- Violence toward staff
- Possession of a weapon
- Possession of alcohol or drugs
- Hate speech
- Reports of bullying
- Sexual activity/harassment

In response to Tier 3 behavior, a student may be removed from the classroom in the following ways:

Alternative Instructional Setting: Buddy Classroom: A student whose behavior is a response to and/or a significant disruption to their classroom environment may benefit from temporary placement in a different classroom. The student maintains full access to typical instruction.

Short Independent Reflection: A student who is not ready to return to a classroom or needs to engage in independent restorative work will be placed in a separate setting under the supervision of a teacher or administrator. Short Independent Reflection is a removal that lasts for under two hours.

Daily Intervention: A student may be “pulled out” from their classroom for 10-20 minutes per day to receive a one-on-one behavioral intervention program from a teacher or member of the student support team. A typical intervention lasts 1-4 weeks.

Full Day Independent Reflection (in-school suspension): A student who is not ready to return to a classroom or needs to engage in independent restorative work will be placed in a separate setting under the supervision of a teacher or administrator. Full Day Independent Reflection is a removal that lasts for more than two hours. Because the student will miss more than two hours of typical instruction, a Full Day Independent Reflection is considered an in-school suspension for reporting purposes. However, the student is engaged in productive work throughout the day. Assignment of a Full Day Independent Reflection requires:

- Approval from the Principal or Director of Student Support
 - If a student has an IEP, approval from the Director of Student Support or designee is required`
- A conference with parent/guardians within 2 school days of the incident

procedures for long term suspension and expulsion

Students may be suspended outside of school for a specified number of days or expelled from school for the remainder of the school year in response to Tier 3 infractions that threaten the health, safety, or welfare of a student, teacher, or staff member or violate the law. See [Appendix e: Behavior Tiers](#) (page 60) for examples.

Except for extenuating circumstances as determined by an Administrator, any student who brings a dangerous weapon into Mundo Verde Bilingual Public Charter School shall be expelled for not less than one year and must re-apply for admission in the next lottery cycle. Students reapplying after expulsion will not be eligible for any enrollment preference.

An Administrator shall refer to the criminal justice or juvenile delinquency system, simultaneous with expulsion, any student who is expelled for bringing a firearm into school, pursuant to 20 U.S.C. § 8921 et seq.

The term “dangerous weapon” is defined as “a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 1/2 inches in length.” 18 USC 930 (g)(2). will determine the start and end date of the suspension. Before the start date of a suspension, Mundo Verde staff will attempt to reach all parent/guardians by phone and email.

In-school suspension

For students facing in-school suspension of 10 days or less, prior to issuing the suspension, the Director of Student Support or designee will:

- Meet with the student, notify the student of what they are accused of doing and the information that the school has to believe that the student engaged in such behavior, and give the student an opportunity to present their side of the story or explanation for their behavior.
- Conduct an investigation into the circumstances of the student’s behavior and any explanation provided by the student

- Convene a panel comprised of the Director of Student Support or designee, Principal, at least one of the student's lead teachers, the student's Inclusion teacher (if applicable) and the Restorative Practices Coordinator. The panel must consider:
 - Prior and possible in-school interventions
 - The purpose and learning outcome of the suspension
- Notify the student's parents/guardians in writing (by email or letter) and by phone, detailing the length of and reason for the suspension.

At the Director of Student Support or designee's discretion, the student may be placed in in-school suspension (Independent Reflection) pending the results of the investigation and panel. This investigation and decision process will be completed within 3 days.

Long Term Suspension

For students facing out of school suspension of more than 10 days ("long term suspension"), the Director of Student Support or designee will:

- Meet with the student, notify the student of what they are accused of doing and the information that the school has to believe that the student engaged in such behavior, and give the student an opportunity to present their side of the story or explanation for their behavior.
- Conduct an investigation into the circumstances of the student's behavior and any explanation provided by the student
- Convene a panel comprised of the Director of Student Support or designee, Principal, at least one of the student's lead teachers, the student's Inclusion teacher (if applicable) and the Restorative Practices Coordinator. The panel must consider:
 - Prior and possible in-school interventions
 - The purpose and learning outcome of the suspension
- Notify the student's parents/guardians in writing (by email or letter) and by phone, detailing the length of and reason for the recommended suspension. This notice will explain the information that is being relied on as a basis for the recommendation.

This investigation and recommendation process will be completed within 3 days.

Within 5 school days of the recommendation for long term suspension, a hearing will be held to make a final determination about the disciplinary action proposed. The student will be suspended in school (independent reflection) pending the results of the hearing. At the hearing, the Director of Student Support or designee will present the information relied on to support the recommended suspension; the student will be given an opportunity to fully respond to that information; the student may be represented by an attorney; and the student may present any information that he/she wants considered. In most cases, the Executive Director will act as the impartial decision maker at this hearing. In cases where the Executive Director cannot serve as the impartial decision maker, an impartial decision maker will be appointed by the Executive Director to hear all of the information presented and make a final decision about the proposed disciplinary action. Within 2 school days after the hearing, the decision maker will notify the parent in writing of the final determination, the reason for that determination and the right to appeal.

Expulsion

The recommendation to expel a student shall be made by the Director of Student Support or designee, with or without the recommendation of the student's teachers or other school employees.

Students for whom expulsion is being considered will be given notice and an opportunity to be heard

before a final decision regarding expulsion is made. Absent emergency circumstances, before a recommendation for expulsion is made, the Director of Student Support or designee will:

- Meet with the student, notify the student of what he/she is accused of doing and the information that the school has to believe that the student engaged in such behavior, and give the student an opportunity to present his/her side of the story or explanation for his/her behavior.
- Conduct an investigation into the circumstances of the student's behavior and any explanation provided by the student.
- Convene a panel comprised of the Director of Student Support or designee, Principal, at least one of the student's lead teachers, the student's Inclusion teacher (if applicable) and the Restorative Practices Coordinator. The panel must consider:
 - Prior and possible in-school interventions
 - The purpose and learning outcome of the suspension
- Notify the student's parents/guardians in writing (by email or letter) and by phone, detailing the length of and reason for the recommended suspension. This notice will explain the information that is being relied on as a basis for the recommendation.

At the Director of Student Support or designee's discretion, the student may be placed in in-school suspension (Independent Reflection) pending the results of the investigation and panel. This investigation and recommendation process will be completed within 3 days.

Within 5 school days of the recommendation for expulsion, a hearing will be held to make a final determination about the disciplinary action proposed. The student will be suspended pending the results of the hearing. At the hearing, the Principal will present the information relied on to support the recommended disciplinary action; the student will be given an opportunity to fully respond to that information; the student may be represented by an attorney; and the student may present any information that he/she wants considered. In most cases, the Executive Director will act as the impartial decision maker at this hearing. In cases where the Executive Director cannot serve as the impartial decision maker, an impartial decision maker will be appointed by the Executive Director to hear all of the information presented and make a final decision about the proposed disciplinary action. Within 2 school days after the hearing, the decision maker will notify the parent in writing of the final determination, the reason for that determination and the right to appeal.

considerations for students with disabilities

Students with disabilities are held to the same behavioral expectations and disciplinary procedures as their non-disabled peers as presented above, taking into account the protections provided by The Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973. Parents who have questions regarding discipline procedures for students with disabilities should contact the Director of Special Education or Inclusion Manager.

When a student with a disability is suspended for more than 10 consecutive school days; or when a student with a disability accumulates more than 10 days of suspension during the year, and the suspensions demonstrate a pattern of behavior, the following will occur:

- Within 10 school days of the date that the decision is made to suspend the student, a manifestation determination review meeting will be held with the parent, and relevant members of the IEP/Section 504 team. The team will address the following questions:
 - Was the behavior caused by, or did it have a direct and substantial relationship to, the student's disability?
 - Was the behavior the direct result of the school's failure to implement the IEP/Section 504 Plan?

If the answer to either of the above questions is “yes,” the student will return to school pursuant to his IEP/Section 504 Plan, unless the team decides otherwise. The IEP/Section 504 team will also either conduct a functional behavior assessment, unless one has already been conducted, and implement a behavior intervention plan; or if a behavior intervention plan already exists, review the behavior intervention plan, and modify it, as necessary, to address the behavior.

If the answer to both questions above is “no,” the student may be subject to the disciplinary procedures that would apply to students without disabilities, up to and including expulsion.

In any case where a student with an IEP has been suspended for 10 school days in the school year, services will be provided in an interim alternative educational setting (IAES) for any additional suspensions in that school year. For students whose suspension is for 10 consecutive school days or less, the IAES will be determined by school personnel in consultation with at least one of the student’s teachers. For students whose suspension is for more than 10 consecutive school days, the IAES will be determined by the IEP team. In the IAES, the student will receive the services determined by the IEP team to enable him/her to make progress towards his/her IEP goals as outlined in his/her IEP as well as to continue to participate in the general education curriculum, albeit in another setting (on-site or off-site).

In the case of weapons, drugs, or serious bodily injury, the student may be removed to an IAES for up to 45 school days. The same procedures for conducting a manifestation determination review outlined above will be followed. However, even if the team determines that the student’s behavior was a manifestation of his disability, school administrators may decide to remove the student to an IAES for up to 45 school days. At the manifestation determination review meeting, the team will determine the IAES.

Behavior that is substantially likely to result in harm to the student or others: If, after a manifestation determination is made by the team, the school believes that returning the student to school is substantially likely to result in harm to him or others, the student may be removed to an IAES for up to 45 school days. In the event that the parent and school do not reach an agreement with respect to his removal, the school will request a due process hearing pursuant to the procedures outlined in IDEA.

The parent may request an impartial hearing if he/she is not in agreement with the manifestation determination, decision to place the student in an IAES, or the IAES itself.

suspension appeal process

The parent or guardian of a suspended student or the suspended student himself or herself may appeal a long-term suspension or expulsion within 5 working days directly to the Board of Trustees or its designee. Only in-school suspensions of more than 10 days, long-term (out of school) suspensions or expulsions may be appealed. The Board of Trustees or its designee will expeditiously review the case with the parent and/or student in question within 5 working days of receipt of the appeal. The Board or its designee may gather information from the teacher, student, and parent/guardian to determine whether or not the administration suspended the student properly and followed all applicable procedures. The Board of Trustees or its designee will consider the reasons the family feels the suspension was incorrect or inappropriate. If the Board or its designee determines that the student has not violated one of the rules in the student handbook as agreed to by the student and parent or believes that extenuating circumstances should mitigate the consequences of such an action, then the suspension decision may be reversed.

Based on the information submitted or requested, the Board or its designee may make one of the following decisions regarding the suspension:

- Uphold the suspension
- Determine that the suspension was not within the school’s guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be expunged. No

information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.

tiers of negative behavior and appropriate responses

| Tier/ Behavior | Possible Responses |
|---|---|
| <p>Tier 1: Teacher Managed Managed within the classroom by the teacher, establishing positive classroom climate</p> <ul style="list-style-type: none"> Avoiding work <i>Ignoring assigned task, copying, "preparing"</i> Refusing directions <i>Saying no, refusing materials, ignoring directions</i> Seeking attention <i>Calling out, making noise, taking items without asking, touching, side talking, throwing</i> Minor temper tantrum <i>Shouting, whining/crying; growling</i> Disrespecting materials <i>Spilling materials, damaging work</i> Minor aggression <i>Verbal threats, gestures, pushing, pinching</i> Using inappropriate language | <ul style="list-style-type: none"> Use teacher language to remind and redirect Use other positive examples Give choices Check in with child 1:1 Make sure work is appropriate to the child Go back and revisit norms Use a behavior checklist and set goals with child Prompt for peace table Assign Logical Consequences (you break it, you fix it & loss of privileges) Provide explicit social skill practice Provide a think break |
| <p>Tier 2 : Teacher Managed with Support Requires intervention by teacher or crisis restoration personnel staff, to prevent or stop unsafe or harmful behavior</p> <ul style="list-style-type: none"> Temper tantrum <i>Screaming, sobbing, loss of physical control</i> Damaging materials <i>Breaking, throwing, vandalism</i> Violence <i>Intent to cause injury, causing injury</i> Defiance that causes disruption <i>Shouting, threatening teacher</i> Leaving classroom/group without permission <i>Out of sight of teacher, hiding, climbing</i> | <ul style="list-style-type: none"> Provide a think break outside of classroom Give child 5 minutes to calm down (don't try to talk right away), use a timer Offer choices Provide break or conference with student support member Provide a buddy classroom break Assign logical consequences Establish behavior contract Notify family (all incidents) Family conference (discretionary) |
| <p>Tier 3: Administrative Intervention Required Requires administrator and removal from classroom to stop harm, relieve students in emotional crisis, and/or conduct investigations.</p> <ul style="list-style-type: none"> Repeated and escalating Incidents in Tier 2 Causing or about to cause significant harm to self or others Violence toward staff Possession of a weapon Possession of alcohol or drugs Hate speech Reports of bullying Sexual activity/harassment | <ul style="list-style-type: none"> Crisis Intervention Protocol Restoration/ Removal/ Physical Restraint/ by CPI-trained personnel Conference with family Mental health services referral Increase classroom supervision/conferencing Alternative daily schedule Independent Reflection Long-term suspension / Expulsion** |

**** Only in extenuating circumstances that risk the safety of the student and those around them, and for behavior that could be considered unlawful even for minors.**

appendix f: healthy food policy

Click here to read the Wellness Policy [HERE](http://tinyurl.com/MV-Wellness-Policy) [<http://tinyurl.com/MV-Wellness-Policy>].

why no junk food? It is generally recognized that kids eat too much junk food. The American Heart Association (AHA) recommends children ages 4-8 with a daily caloric intake of 1,600 calories should consume no more than 130 calories, or about 3 teaspoons, a day of sugar. But children are eating far more than this by consuming highly processed foods; just one can of soda has 10 teaspoons of sugar! Experts warn that eating too much junk food is one of the factors contributing to the current [childhood obesity](#) epidemic and other related illnesses like diabetes and heart disease. Furthermore, diet directly affects student behavior and disposition for learning. Junk food does not support the attention span, energy levels, or brain development needed to learn at high levels.

what is junk food? Parents can usually recognize most junk food such as candy, cookies, donuts, sugary breakfast cereals, ice cream, and soda, but they often overlook other junk food that kids eat every day.

Junk food is considered food that has had a lot of sugar, fat, or salt added to it and that contains relatively little vitamins, minerals, fiber, or protein. These are called processed foods and they contain “empty calories” because they are very caloric without providing the nutrition a student needs to grow and learn.

Examples of junk food not allowed at Mundo Verde:

- Fast food meals (McDonalds, Burger King, etc..)
- Drinks high in sugar such as sodas, frappuccinos, Caprisuns, Yoo-hoo or any kind of flavored milk(s), juices
- High fat/salt chips such as Doritos or SmartFood popcorn
- Lunchables
- Candy, gum, desserts

You can use the ingredients list on a packaged food to help determine if it is a junk food: **if one of the first two ingredients is either oil or a form of sugar, then it is likely a junk food. The presence of high fructose corn syrup is also often a tip-off to a food being a junk food.** You can also use food labels to notice where a food has little nutritional value. Mundo Verde determines a processed food to be a junk food if it has:

- more than 35% of calories from fat (except for low-fat milk)
- more than 10% of calories from saturated fats
- any trans fat
- more than 35% of calories from sugar, unless it is made with 100% fruit and no added sugar
- more than 200 calories per serving for snacks
- more than 200 mg per serving for sodium (salt) for snacks
- more than 480 mg per serving for sodium (salt) for entrees

These numbers do not apply to whole foods. For example, an avocado is more than 35% fat, but it is a healthy fat and comes with many vitamins and minerals necessary for a child’s growth. Fruit is mostly sugar, but it is natural sugar as opposed to “added” sugar (in processed food), and it also is a great source of fiber and vitamins/minerals.

It may be difficult to determine if a packaged food is a junk food without reading the ingredients list and nutrition label. For example, a protein bar may advertise that it provides a third of your daily protein and

fiber needs, but when you look at the protein bar's nutrition label you notice that the second ingredient listed might be sugar and that it contains very little vitamins or minerals.

Examples of junk food not allowed at Mundo Verde:

And remember that junk food can become energy-dense from either sugar or fat and so in addition to donuts and candy, junk food can include many popular fast foods and snacks, such as:

- Fast food meals (McDonalds, Burger King, etc..)
- Drinks high in sugar such as sodas, frappuccinos, Caprisuns, Yoo-hoo or any kind of flavored milk(s), juices
- High fat/salt chips such as Doritos or SmartFood popcorn
- Lunchables
- Candy, gum, desserts

choose whole foods Families should choose whole foods (foods very close to their natural state without added sugars, fats and salt found in processed foods) to help their student grow a healthy body and do their best in school. Whole foods include:

- Fruits and Vegetables
- Whole grains, such as whole wheat bread, brown rice, oatmeal, tortilla, cereals, crackers, all-natural popcorn
- Cheese slices or yogurt without high amounts of sugar added
- Beans, lentils, soy products
- Seeds
- Meats and fish
- Eggs

recommended healthy snacks to send to school

- fresh fruit, such as apples, bananas, grapes, oranges, strawberries, watermelon, etc.
- unsweetened dried fruits, including raisins and prunes or apricots
- raw vegetables, including carrots, celery, or broccoli, that can be served with a dip like hummus, homemade guacamole, sunbutter or tzatziki
- whole grain crackers with cheddar cheese slices
- whole grain chips and salsa
- sunbutter and whole grain bread or tortilla
- baked sweet potato

How do we address junk food brought to school?

- We check student lunches for junk food before distribution at lunch time.
- We confiscate junk food to return to parents in the afternoon.
- We request that the food not be brought to school and return the food with a note explaining our wellness policies.
- We give information with understanding.
- We check our policies with pediatricians and other health professionals.

No shame; no blame. As a community of learners we are growing our knowledge of how diet affects the lives of our children. We share our policy with parents and direct them to family handbook for more guidance or to the principal if they have any additional concerns.

appendix g: invoice and late fees for services rendered

Mundo Verde offers a combination of mandatory and elected services to support families throughout the academic year and summer. These services include student meals, t-shirts, transportation/shuttle services, before/after school enrichment and summer programming. At the beginning of every academic year, families are required to register for these services and can opt to change or withdraw from use of the shuttle or before/after school services at any time throughout the academic year by filling out the appropriate forms.

Invoices for the school's services are generated on a monthly basis. Electronic invoices are sent to families every first business day of each month. Families without electronic access can request a paper copy of their family invoice. Invoices include an itemization of services a family is registered for and their accompanying fees. Invoices may also include non-regular, one-time fees for items such as t-shirts, late pick-up fees, or emergency drop-in fees incurred in the previous month. Monthly invoices will include account balances.

Families with multiple students will receive ONE invoice that includes the expenses incurred by ALL the students in the family registered at Mundo Verde. Invoices will itemize the services and related fees by student.

Sibling discounts are available. Sibling discounts are available for particular services such as the shuttle bus. A schedule of fees is included in each service's sign up form.

Payment options. Each invoice will include a link that facilitates automatic payments immediately accessible upon receipt of an invoice. Families who do not have access to these electronic options can make an in-person payment at the front desk from 7:30am-6:30pm, with the exception of arrival (8:10-8:35) and dismissal times (3:15-3:45pm). Families can pay in the form of cash, personal checks or credit/debit cards. Families receive a receipt for payments made in person at the moment of exchange.

Credit card payments. Families can fill out a [Credit Card Authorization Form](https://mundoverdepcs.wufoo.com/forms/m1rz9x4808bbpge/) authorizing the school to make automatic payments on a monthly basis.
[<https://mundoverdepcs.wufoo.com/forms/m1rz9x4808bbpge/>]

When paying with cash, families are asked to be mindful that change may not be available at the front desk or in the school building. For example, if you desire to make a \$50 payment toward your account, you are encouraged to bring exact change.

Families can seek technical support from school staff to learn how to access the electronic payment options established as well as support to fill out the online applications or forms. Families can consult with the staff member coordinating any specific service for clarification or recommendations for how best to take full advantage of the services established for Mundo Verde families. There is a computer available at the front desk for families to use as well.

Student balance information is available at the front desk. Student balances are updated on a rolling basis. Families are asked to provide two business days for payments to be applied to their balance.

Free and Reduced Applications. A family may apply for [FARM - the Free and Reduced Meals Program](http://mundoverde.tfaforms.net/5) - [<http://mundoverde.tfaforms.net/5>] at any time during the school year. Families are required to fill out a FARM application on an annual basis. This form not only determines a family's fee for meals, but is used to determine the sliding fee scale for other programs such as the before/after enrichment and the shuttle.

Flat monthly student fees. If applicable, invoices reflect a monthly meal and bus fee that is calculated by dividing a year's worth of meals and shuttle days by the number of months in a year rather than by the number of days in each individual month. Invoices reflect a flat monthly meal fee.

Snow days or emergency closures. Because of the unanticipated nature of snow days or emergency closures in any given academic year, Mundo Verde does not pro-rate invoices to reflect such closures.

Absence resulting in non-service is not reimbursed. If a student is unable to receive a regular service due to an excused or unexcused absence, Mundo Verde will not refund the fee for the service missed. For example, when a student is registered to take the 3:30pm shuttle on Wednesdays and the student is absent that day and does not take the shuttle, a flat monthly fee will still be reflected in the invoice. This fee will not change to reflect a reimbursement for the absence or non-use of the shuttle.

Maintaining positive account balances. Families are asked to maintain a positive account balance throughout the academic year. Payment agreements are detailed on the registration forms for each service that a family signs up for. When a family's account balance becomes negative, Mundo Verde reserves the right to restrict use of the school services.

Late fees. Invoices not paid by the DUE DATE indicated on monthly invoices will be charged a 5% late fee. Invoices that are past due for 30 days from the original due date will be applied a second 5% late fee equalling a 10% total late fee of the amount due.

Establishing a Payment Plan. When an invoice cannot be paid by the due date, families will be held responsible for establishing a payment plan with the Business Manager committing to payments after the due dates. The Business Manager can be reached by phone during the hours of 8:45am-3:15pm. Families are encouraged to email at invoices@mundoverdepcs.org if the noted hours are not accessible. Families may call the main school number at 202-750-7060.

Continuation of service eligibility. Establishing a payment plan will allow a family to continue their eligibility for services for the following month. Once a payment plan is established with an identified amount to be paid and a due date for making the payment, families will thereafter receive TWO courtesy payment notifications. The first notification will be sent on the 15th of the month and will include the payment amount and due date as agreed upon by Mundo Verde and the student's legal guardian(s). A second courtesy payment notification will be sent on the last business day of the month and will include the payment amount and due date as agreed upon by Mundo Verde and the student's legal guardians.

Cancelling payment plans. In the event of a failure to comply with the terms of the payment plan, Mundo Verde reserves the right to terminate the conditions of a payment plan made between the family and Mundo Verde. Families can refer to Mundo Verde's Payment Plan Agreement Form.

Failure to pay for the services rendered and/or failure to set up a formal payment plan, will result in the student being withdrawn from the program/service. Mundo Verde reserves the right to discontinue the use of school services if a family becomes ineligible due to lack of payment and noncompliance with an agreed upon payment plan. Service discontinuations will be formally communicated to families in writing through email and via phone. Service discontinuations will include a discontinuation start date allowing families 48 hours to design an alternate non-Mundo Verde service plan.

Failure to comply with discontinuation of services. If a student continues to use the services after discontinuation of service is established, and the family is not fulfilling the alternate non-Mundo Verde service plan, Mundo Verde reserves the right to declare a misuse of school services. Misuse of school services will be established by the record of a) repeated use of service during a discontinuation period b) repeated failure to make monthly payments and c) repeated failure to comply with agreed upon payment

plans. In such cases, Mundo Verde reserves the right to call the Child Protective Services and/or the Metropolitan Police Department.

Extended Day Specific Late Fee Policies

Receipt of services above the registered request. Families must register to use before/after school services using the [Extended Day Program Enrollment Form](https://mundoverde.tfaforms.net/67) [https://mundoverde.tfaforms.net/67]. Any use of services above the registered status will be added to the flat registration monthly fee. Families can opt to withdraw or change their use of before/after school services using the [Extended Day Program Withdraw/Change of Schedule Form](https://mundoverde.tfaforms.net/64) [https://mundoverde.tfaforms.net/64]. Families are encouraged to refer to the [Extended Day Program FAQ](#) on our website for more information. For pricing please refer to the [Summary of Fees for Extended Day](#). Families can email the extended day team at extendedday@mundoverde.org.

After school closing late pick-up service fee. Families must pick up their student at 6:30pm. The school closes at 6:30pm. When families do not comply with this pick up policy, they will be billed a late pick-up fee of \$25 for the first 5 minutes even if they are late only 1 or 2 minutes. Families will be charged an additional \$1 per every minute after 6:35pm. For example, if a student is picked-up at 6:37pm, the family will be billed a late fee of \$27. We ask that families who experience an unanticipated setback in pick-up time call the front desk immediately with an estimated time of arrival (ETA). Calling the school allows management to determine staffing needs and insure your student is supervised after closing hours. Mundo Verde reserves the right to call Child Protective Services and/or the Metropolitan Police Department when a family does not comply with the late pick-up policy and repeatedly mis-uses the after school program.

Flat before/after school monthly fees based on registration status. Families have two registration options when registering for the before/after school enrichment program: a) full-time or b) part-time. Families registered in the before/after enrichment program on a full-time basis will be billed the full-time fee. Families registered in the before/after enrichment program on a part-time basis will be billed the part-time fee. Absences in the before/after enrichment program are not reimbursed. Fees for the before/after school services are on a sliding scale. Sliding scale fees are determined using the FARM application.

Shuttle Bus Specific Late Fee Policies

Registration for shuttle. Families must register using the [Shuttle Registration Form](http://mundoverde.tfaforms.net/8) [http://mundoverde.tfaforms.net/8] to use the shuttle. Families can opt to withdraw or change their use of the shuttle at any time. Families are encouraged to refer to the [Shuttle Service FAQ](http://tinyurl.com/MV-shuttle-FAQ) [http://tinyurl.com/MV-shuttle-FAQ] for more information.

After bus drop off late pick-up service fee. When families pick-up their student after the bus drop off window of 4:15pm, they will be billed a late pick-up fee of \$25 for the first 5 minutes even if they are late only 1 or 2 minutes. Families will be charged an additional \$1 per every minute after 4:20pm. For example, if a student is picked-up at 4:27pm, the family will be billed a late fee of \$27. We ask that families who experience an unanticipated set-back in pick-up time call the front desk immediately with an estimated time of arrival (ETA). Calling the school allows management to determine staffing needs and insure your student is supervised at the bus stop. Mundo Verde reserves the right to call Child Protective Services and/or the Metropolitan Police Department when a student is not picked up at the end of the shuttle transport at 4:15pm. Late fees will be waived in the event the bus is late due to unexpected circumstances such as traffic.

appendix h: parent annual notification

The Elementary and Secondary Education Act of 1965, as amended by No Child Left Behind requires schools that receive federal Title I funding to notify parents of their right to know the professional qualifications of the classroom teachers and paraprofessionals who instruct their child. As a recipient of these funds, Mundo Verde will provide you with this information in a timely manner upon request and as applicable for *kindergarten through fifth grade* parents. Specifically, you have the right to request the following information about each of your child's classroom teachers and/or paraprofessionals:

- Whether the teacher has met State qualification and licensing criteria (charter school teachers are exempt from state licensure requirements) for the grade levels and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under an emergency license;
- The teacher's college major, whether the teacher has any advanced degrees, and the field of discipline of the certification or degree;
- Whether paraprofessionals provide services to your child and, if so, their qualifications.

Mundo Verde 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 teachers and/or paraprofessional, please contact the principal, Dahlia Aguilar, daguilar@mundoverdepcs.org.

appendix i: home and hospital educational services policy

background

Students who experience a severe medical event that requires hospitalization and/or rehabilitation for more than three weeks may be temporarily withdrawn from school and allowed to reenroll without reapplying. They may also qualify for educational services to be provided by Mundo Verde in their home or hospital/rehabilitation facility.

requests

A family seeking educational services must provide the following to the Student Support Coordinator:

- A letter of request including:
 - Reason(s) for extended absence
 - Expected start date for services
 - Expected date for return to school, if known
 - Expected location of services
 - Contact information for the physician or health care professional coordinating the child's care
- Verification of diagnosis and need from a physician or health care professional coordinating the child's care
- [The Mundo Verde Records Exchange Form](#) (available at Front Desk)
- Documentation of the child's ability to learn. This may include neuro-psychological evaluations, cognitive evaluations, physical evaluations, etc.

provision of services

Mundo Verde will make a determination of services within 10 schools days of receiving the request. Mundo Verde reserves the right to deny requests if 1)the students needs surpass the ability of the school to provide appropriate services, 2)the need for services extends beyond the school year, 3)Mundo Verde is unable to hire or contract an appropriate provider, 4)the location for services is outside of DC, unsafe or otherwise inappropriate (for example, a home with an aggressive dog). *If a request is denied and the child's condition or needs change, the family may make a follow-up request with updated information from a physician or health care professional coordinating the child's care.*

If a request is approved:

- Mundo Verde will provide the family with information about the service provider with 10 days of approval. The service provider may be a Mundo Verde staff member or a contracted service provider
- The Student Support Coordinator will meet in person or by phone with the family and designated health care providers to determine:
 - a definite start date
 - an estimated end date
 - dates and times of services
 - content to be covered and language of instruction
 - a check-in date, typically three weeks from the start of services, to determine if the plan needs to be amended

returning to school

When a student is ready to return to school, they may return on a graduated schedule or immediately being attending full days of school. The family must meet with the Student Support Coordinator and the student support team, including the school nurse, to develop a return to school plan. If accommodations are required, the family can initiate the 504 and/or IEP evaluation process according to Mundo Verde's special education and inclusion policies.

appendix j: summer program and retention

summer program referral

What Is It?

Mundo Verde offers a summer program. The Summer Program offers:

- A 4-week program
- A Spanish instructional focus
- Extended School Year services to students with IEPs
- Reading intervention

Guiding Principles: The Summer program offers students who have not mastered grade-level standards the opportunity to:

- Continue reading throughout the summer to avoid reading loss
- Receive intervention services
- Make up for instructional time that was lost due to excessive absences

Process of referral to summer program

1. February mid-year data collection:
 - a. Assessment team supports grade level teams to identify students who are **3 or more reading levels below grade level in both languages** or **have an average of 1 on their math report card grades**
2. March SLCs:
 - a. Families are informed that their student is not mastering grade level standards. Teachers share a plan for growth and tell families that their child may be referred for summer program
3. April follow up:
 - a. Assessment team follows up with grade level teams to determine which students on the February list are still significantly below grade level
 - b. Student Support Coordinator identifies students who have 7 or more unexcused absences to refer to summer program
 - c. Principal and Executive Assistant send notice to families that their children are being referred for summer school

retention

What Is It? Students may be retained in a previous grade level if they have not mastered critical, foundational skills required for success in the following grade. Students may also be retained for excessive absences (see attendance policy).

Guiding Principles

- Families must agree to retention and attend a conference with the Principal or Director of Student Support
- Families must be informed throughout the year of their child's progress - retention must never be a "surprise"
- Teachers must show substantial evidence for referring a student for retention

Process

1. February mid-year data collection:
 - a. Assessment team supports grade level teams to identify students who are at risk for retention
2. March SLCs:

- a. Families are informed that their student is not mastering grade level standards. Teachers share a plan for growth and tell families that their child may be referred for retention
- 3. April follow up:
 - a. Assessment team follows up with grade level teams to determine which students on the February list are still significantly below grade level
 - b. Student Support Coordinator identifies students who have 40 or more unexcused absences to refer for retention
 - c. Principal and Executive Assistant invite families for a retention conference

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| Questions? Contact: Amanda MacLellan, Director of Data and Accountability |
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mando verde bilingual public charter school parent/guardian compact

Mundo Verde Bilingual Public Charter School, and the parents/guardians of the students enrolled at Mundo Verde and any Mundo Verde related activities agree that this compact outlines how the parents/guardians, the entire school staff, and the students will share the responsibility for student academic and social achievement and the means by which the school and parents/guardians will build and develop a partnership that will help all Mundo Verde children achieve at high levels.

mando verde responsibilities

1. *Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the following academic and social development goals.*

Academic Goals:

- Students will be biliterate in English and Spanish, demonstrating reading comprehension and oral and written fluency in English and Spanish.
- Students will understand and apply complex mathematical concepts to solve problems.
- Students will acquire and apply the knowledge, skills and values of sustainability.

Social Goals:

- Students will embrace diversity and demonstrate positive cross-cultural attitudes and behaviors.
- Students will work collaboratively and resolve conflicts effectively.
- Students will be actively involved in their own education and wellness.
- Students will be active community members and environmental stewards

2. *Hold Parent Teacher and Student-Led Conferences.* During meetings, teachers, parents and students will discuss the above academic and social goals as relevant to each child's progress.
3. *Provide parents/guardians with frequent reports on their child(ren)'s progress.* Through ongoing communication and report cards mailed by trimester.
4. *Ensure open, consistent and respectful communication channels and frequently solicit parent feedback and respect parent/guardian concerns and input.*
 - As partners in your child(ren)'s education, we are committed to developing a strong relationship with all of our families.
 - Our teachers and administrators welcome your input regarding school operations and classrooms, and encourage you to maintain a dialogue with them.
 - You can expect all staff members to listen and assume the best intent from you.
 - Teachers and staff will be available at mutually agreeable times and places to discuss concerns and/or receive feedback.
 - All staff will model appropriate language and behavior for our students at all times.
5. *Provide parents/guardians with opportunities to volunteer and participate in the school's leadership, operations, and in their child's class, and to observe classroom activities.*

- Mundo Verde welcomes parents/guardians to visit their child(ren)'s classroom(s) any time after the first six weeks of school, providing advanced notice is given.
- Parents/guardians are encouraged to contact their child(ren)'s teachers and the administration for opportunities to volunteer.
- Mundo Verde also encourages parents/guardians to work together and plans are underway for an active Family Association that parents/guardians are encouraged to join.

parent/guardian responsibilities

I will support my child(ren)'s academic and social development at Mundo Verde by ensuring they

- Are on time and present every day, all day.
- Are dressed in a Mundo Verde t-shirt every day.
- Have a quiet and orderly place to do their homework and the opportunity to complete homework and/or reading daily.
- Support my child in completing their homework or communicating with the classroom teacher if they need more support.
- Bring only healthy food and snacks to school.

I will also:

- Attend celebrations of learning (e.g., Expo Night, Publishing parties)
- Volunteer in support of school and classroom goals, following the first six weeks of school
- Participate, as appropriate, in decisions relating to my child(ren)'s education
- Promote the positive use of my child(ren)'s extracurricular time.
- Limit the amount of television/ video games my child(ren) watch(es)/ views.
- Stay informed about my child(ren)'s education and communicate with the school by promptly reading all notices from the school sent home via LivingTree, email, in my children's backpack(s), or by mail and responding, as appropriate.
- Provide feedback to Mundo Verde on school operations, classroom instruction, and classroom environs in a timely manner.
- Model appropriate language and behavior for all Mundo Verde students.

Parent/Guardian (Print)

Signature

Date

Parent/Guardian (Print)

Signature

Date

Student Name

Student Name

Student Name

Student Name