

Mundo Verde Bilingual PCS

Student/Family Policies

Discipline and Behavior

At Mundo Verde PCS, we hold the following beliefs about student behavior:

- Behavior is a communication
- Behavior has a function
- Behavior occurs in patterns
- The only behavior teachers can control is their own
- Behavior can be changed
- Misbehavior is a symptom of an underlying cause

Addressing Behavior through 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/>

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.

Tiers of Negative Behavior and Appropriate Responses	
Tier/Behavior	Response
Tier 1: Teacher Managed	
Managed within the classroom by the teacher, establishing positive classroom climate <ul style="list-style-type: none"> ● Avoiding work <ul style="list-style-type: none"> ○ <i>Ignoring assigned task, copying, "preparing"</i> ● Refusing directions <ul style="list-style-type: none"> ○ <i>Saying no, refusing materials, ignoring directions</i> ● Seeking attention <ul style="list-style-type: none"> ○ <i>Calling out, making noise, taking items without asking, touching, side talking, throwing</i> ● Minor temper tantrum <ul style="list-style-type: none"> ○ <i>Shouting, whining/crying; growling</i> ● Disrespecting materials <ul style="list-style-type: none"> ○ <i>Spilling materials, damaging work</i> ● Minor aggression <ul style="list-style-type: none"> ○ <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

<ul style="list-style-type: none"> ○ <i>Name calling, insults, or curse words (not hate speech)</i> 	
Tier 2 : Teacher Managed with Support	
<p>Requires intervention by teacher or Restorative Practices team, to prevent or stop unsafe or harmful behavior</p> <ul style="list-style-type: none"> ● Temper tantrum <ul style="list-style-type: none"> ○ <i>Screaming, sobbing, loss of physical control</i> ● Damaging materials <ul style="list-style-type: none"> ○ <i>Breaking, throwing, vandalism</i> ● Major Physical Aggression <ul style="list-style-type: none"> ○ <i>Intent to cause injury, causing injury</i> ○ <i>Repeated minor aggression</i> ● Defiance that causes disruption <ul style="list-style-type: none"> ○ <i>Shouting, throwing materials</i> ● Minor aggression toward staff <ul style="list-style-type: none"> ○ <i>Verbal threats, gestures, pushing, pinching</i> ● Leaving classroom/group without permission <ul style="list-style-type: none"> ○ <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)
Tier 3: Administrative Intervention Required	
<p>Requires administrator and removal from classroom to stop harm, relieve 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 ● Major physical aggression toward staff <ul style="list-style-type: none"> ○ <i>Intent to cause injury, causing injury</i> ○ <i>Repeated minor aggression</i> ● Possession of a weapon ● Possession of alcohol or drugs ● Hate speech <ul style="list-style-type: none"> ○ Racial, ethnic, gender, orientation-based slurs ● Bullying incidents ● Incidents of intimidation/harassment ● Sexual activity/sexual 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 ● Short-term suspension ● Long-term suspension** ● Expulsion**

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

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
- Bullying and/or harassment incidents
- 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 one hour.

The following forms of removal from a classroom require:

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

Daily School-based Intervention: A student may be “pulled out” from their classroom for 10-20 minutes per day to receive targeted supports in the form of a behavioral intervention or therapy from a teacher or member of the student support team.

Full Day School-based Intervention: In the event that their personal safety or that of another student merits it, a student may be pulled out from their classroom for an entire day to receive targeted supports in the form of behavioral intervention or therapy from a teacher or member of the student support team.

In-School Suspension: A student who is not needs to engage in independent restorative work as a disciplinary consequence will be placed in a setting outside of the classroom, remains on school grounds under the supervision of a teacher or administrator who are physically in the same location. This removal lasts for at least a half-day or more.

Assignment of an In School Suspension requires:

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

Involuntary Dismissal: A student who is removed from school for less than ½ of the school day for disciplinary reasons. A student who is involuntarily dismissed is NOT under the supervision of school personnel.

Procedures for Suspension and Expulsion

Per the Student Fair Access to Schools Act 2018, pre-school and elementary school aged children may not be suspended or expelled unless the student has caused, attempted to cause, or threatened to cause bodily injury or emotional distress during a school-based activity in which the student is under direct supervision of school staff.

Consecutive suspensions must be capped at five days. Cumulative suspension days must be capped at 20 days unless the Executive Director (Head of LEA) provides written justification that exceeding is more appropriate than other responses.

Suspension

For students facing out-of-school suspension, prior to issuing the suspension, the Principal or Chief Schools Officer 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 Principal or Chief Schools Officer and in the case of students with IEPs, 504 Accommodation Plans, or RTI plans, the Director of Student Support or designee, 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 Principal or Chief Schools Officer discretion, the student may be placed in Independent Reflection pending the results of the investigation and panel. This investigation and decision process will be completed within 2 days.

Within two school days of the recommendation for out of school suspension of five days, a hearing will be held to make a final determination about the disciplinary action proposed. The student will be suspended in school pending the results of the hearing. At the hearing, the Principal or the Chief Schools Officer 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 two 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

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.

The recommendation to expel a student shall be made by the Principal, with or without the recommendation of the student's teachers or other school employees. In the case of students with IEPs, the Director of Student Support must approve the recommendation for it to move forward. All recommendations to expel a student must be approved by the Chief Schools Officer and Executive Director for the decision to be final.

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 Principal or the Chief Schools Officer 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 Principal or the Chief Schools Officer, and in the case of students with IEPs and 504 Accommodation Plans the Director of Student Support 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 Principal or Chief Schools Officer's discretion, the student may be placed in in-school and/or out-of school suspension pending the results of the investigation and panel. This investigation and recommendation process will be completed within three days.

Within five 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 or Chief Schools Officer 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 two 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 Student Support.

When a student with a disability is suspended for more than 10 cumulative or consecutive school days 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, as written?

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.

The parent may request an impartial hearing if he/she is not in agreement with the manifestation determination.

Suspension/Expulsion Appeal Process

The parent or guardian of a suspended student or the suspended student himself or herself may appeal a five day suspension or expulsion within five working days directly to the Board of Trustees or its designee. Only in-school suspensions of five days or more 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 five 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 or expulsion
- Determine that the suspension (or expulsion) was not within the school's guidelines, overturn the suspension(or expulsion), and order that all records and documents regarding the disciplinary proceeding be expunged. No information regarding the suspension (or expulsion) will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.

Attendance and Truancy

School Hours

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

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

The school and classrooms doors open at 8:10am. Only students participating in the before-care program will be admitted before 8:10am. Students may not be left unsupervised outside the school building.

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. Attendance policies apply to all students in PreK-5th grade, all though the DC Compulsory Attendance Law only applied to grades K-5.

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

Student Arrival

Expectations of Families

1. Arrive on time each day for drop off and pick up
2. Doors open at 8:10 for students who do not have before-care arrangements.
3. If your child will eat school breakfast, ensure he/she are in the building with enough time to collect and eat breakfast before 8:30. We recommend arriving no later than 8:20 for this purpose.
4. Prek students are required to be walked to class, all other students can enter the building on their own
5. No parking is allowed in front of the school from 8am-4pm all school days with no exceptions
6. 15 minute parking is available in front of the school from 4-6:30pm all school days
7. No parking or dropping off in the alley
8. Use a crosswalk at all times

If students arrive at 8:30 am or later, parents must walk their children into the appropriate building to sign in. Students are not permitted to sign themselves in.

Expectations of Students

1. Arrive on time each day ready to learn
2. Pre-K go straight to the classroom
3. 1st-5th may go through the breakfast line first then walk to class
4. In class, seated, ready to learn at 8:30am

Tardiness

Students are expected to be in their classrooms or crew locations and ready to participate in planned activities at 8:30am. Students who arrive to their classroom or crew location after 8:30 are designated tardy in the Mundo Verde attendance recording system. Parents must escort tardy students to the Front Desk of either building and 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. Tardy arrivals may only be excused for the reasons listed below:

- Student illness or urgent medical care
- Quarantine
- Death in the family
- Observance of Religious observance
- Required court appearances
- Student medical or dental appointments
- 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 Principal's designee.

Dismissal

Extended day teachers will come directly to classes to pick up those students enrolled in the program. Shuttle bus students are dismissed early from the classroom and escorted to the shuttle bus by a grade level representative. All other students are brought down to dismissal outside. Students not picked up by 3:45pm will integrate into extended day and parents will be charged accordingly.

1st grade through 5th grade dismissal is from the SW corner of La Casa by el Patio. Inclement weather dismissal is in the Zocalo.

Pre-K to K dismissal is on the lawn in front of la Casita. For inclement weather dismissals, Kinder dismiss from la Casita lobby and PreK dismiss from their classrooms.

A student cannot be released to anyone not listed as a parent/guardian, emergency contact or authorized pick up. If you have any questions or issues, contact the administrator on duty.

Daily Dismissal Notes If a parent tells a teacher about a different dismissal plan for any given day, the teacher needs to direct the parent to the Front Desk and/or notify the Front Desk of the change by sending an email to attendance@mundoverdepcs.org. Parents should provide updated daily dismissal instructions no later than 30 minutes before dismissal in order to assure that the student is given accurate instructions.

Transition to and from Extended Day Program

Students enrolled in Extended Day Program are dropped off in the morning and picked up from their classroom in afternoon by extended day staff. For more information about the Extended Day please see the Extended Day Program section or consult the family portal of our school's website.

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, the before school program is cancelled. In the event of early dismissal, the after school program is cancelled.

Information about school closing will be available through:

- *Text Message & Email:* A text message and/or an email will be sent to families and staff when a closing or delay is decided
- *Radio Station:* WTOP (1500 AM, 107.7 FM)
- *Television:* WJLA News Channel 7

Inclement Weather Dismissal All grades occurs outdoors at all times unless there is inclement weather. Mundo Verde follows the DC Alert for inclement weather including hypothermia alerts. Doors will open at 8:00 am on those days and families are required to wait with students until 8:10 am in both lobbies.

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 he/she need to leave. You may also call the Front Desk. Authorized individuals must sign the student out at the Front Desk. Early dismissal is not permitted within 15 minutes of the regular school dismissal time.

For more details on Arrival and Dismissal read the Arrival & Dismissal Routines and Procedures located in the Family Portal in our website.

Partial Attendance

When a student is present at school for less than 80% of the day, he/she will be considered absent. On a Monday, Tuesday, Thursday or Friday, 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.

Excused and Unexcused Absences

Families must notify the Front Desk of the reason for a child's absence by:

- Emailing attendance@mundoverdepcs.org
- Turning in a written note to the Front Desk.
- Calling the school at 202-750-7060 to inform; however, upon the student's return to school, a written note must be turned in to the "attendance box" near La Casa or La Casita Front Desk on the first day back after an absence but not to exceed 5 schools days after (to include) the first day back. Families can also find attendance forms by the attendance box.
- Excusal notes will not be accepted beyond the 5th day back from an absence and those days will be considered unexcused absences.

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 categories:

Excused

- Student illness or urgent medical care
- Quarantine
- Death in the family
- Observance of Religious Holiday
- 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 Principal’s designee

Unexcused

- Oversleeping
- Sick family member
- Missed bus
- Family vacation
- 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”)

For further guidance for student illness see the Student Safety and Care section.

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 full-day unexcused absences to CFSA for educational neglect.

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.

3 Unexcused Absences	The Student and Family Support Coordinator or Attendance team will contact the student’s family to confirm his/her attendance record and offer support.
5 Unexcused Absences	The student is considered at risk of truancy, Student and Family Support Coordinator will convene a SST meeting with the family and CSC with the purpose of attendance success planning. A referral will be made to CSC as appropriate.
7 Unexcused Absences	The family will receive an email, a letter via regular US mail, and a phone call notification of the DC Compulsory Attendance truancy law requiring the school to make a report of educational neglect to CFSA. A Student Support Team (SST) meeting will be convened for student’s with a disability (who have an IEP or Section 504 plan) and the attendance success plan will be incorporated into the appropriate legal document
10 Unexcused Absences	A formal report of educational neglect is made to CFSA.

More information about truancy reporting requirements in DC can be found here: [Attendance and Truancy Resources](#)

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.

The Office of the State Superintendent of Education (OSSE) considers the following percentages of absenteeism with the accordion designation.

Percentage of days absent (unexcused)	OSSE Designation
Less than 5%	Satisfactory Attendance
5% - 9.99%	"At-risk" Attendance
10% - 19.99%	Moderate Chronic Attendance
20% - 29.99%	Severe Chronic Attendance
30%+	Profound Chronic Attendance

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 special 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, 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 School Principal or Principal's designee
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.

Please make vacation plans or extended family visits during the summer or over one of the scheduled breaks during the school year.

Complaint, Grievance and Resolution Process

It is the policy of Mundo Verde Public Charter School ("Mundo Verde") that all employees, students, parents/guardians, 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.

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.

Who May Grieve The procedures set forth below may be used by grievants who are employees, students, parents/guardians, or visitors.

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.

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 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.

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 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 Chief Schools Officer can be reached at the contact information provided below. The Principal or Chief Schools Officer 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 Chief Schools Officer 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.

Appeals If the grievant is not satisfied with the Response, the grievant may appeal in writing to the Executive Director as the designee of the Board of Directors, 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.

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.

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.

Contact Information

a. **Academic Issues**- Please note that this will be the order issues will be addressed.

i. **Lead Teachers in language of concern.**

P Street Campus
30 P Street NW
Washington, D.C. 20001
202-750-7060

8th Street Campus
4401 8th Street NE
Washington, D.C. 20017
202-750-7060

ii. School Principal

P Street Campus: Giselle Allen
30 P Street NW
Washington, D.C. 20001
202-750-7060

8th Street Campus: Naomi Fortis-Gebreselassie
4401 8th Street NE
Washington, D.C. 20017

iii. Chief Schools Officer

Dahlia Aguilar
30 P Street NW
Washington, DC, 20001
202-750-7060

iv. Executive Director

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

v. Chair of the Board of Directors

Corey Ealons
30 P Street NW
Washington, D.C. 20001
202-750-7060
boardchair@mundoverdepcs.org

b. **Legal/finance/ hr issues-** Please note that this will be the order issues will be addressed.

i. Director of Operations

Robyn Pretlow
30 P Street NW
Washington, D.C. 20001
202-750-7060

ii. Executive Director

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

iii. Board Vice President and Treasurer

Alicia Williams

30 P Street NW
Washington DC, 20001
202-750-7060
board@mundoverdepcs.org

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/guardians, 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 Robyn Pretlow. If for any reason an alternate contact is needed, please contact Kristin Scotchmer.

Robyn Pretlow
Director of Operations
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.

FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents/guardians 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/guardians or eligible students should submit to the Principal a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent/guardian 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/guardian or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.*

Parents/guardians or eligible students who wish to ask the Mundo Verde PCS to amend a record should write the 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/guardian or eligible student, the school will notify the parent/guardian 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/guardian 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/guardian or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent/guardian, 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/guardian 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/guardian or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents/guardians 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/guardians 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/guardian 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/guardians 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.

What Does FERPA Mean to Mundo Verde Staff?

- Mundo Verde staff must never share or publish a student’s full name, birth date, or other identifying information before checking with their supervisor.
 - Mundo Verde’s Outreach team creates the family directory. Teachers and staff outside of communications should not share family contact information without consulting Outreach.
 - Mundo Verde staff must never share information about a student with external adults other than the student’s family. (e.g., this includes eligibility status for special education, disciplinary history, disciplinary actions, academic and social emotional status and progress)
 - Families may only request information about their own child.
 - Mundo Verde staff must obtain permission before submitting a student’s name, photo or identifying information to a website or uploading to an application in an electronic device.
 - Families can request and view all records in our student information system. Mundo Verde staff must always be respectful and professional when recording information about students.
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Board meetings

The board of directors meets for regular board meetings on a calendar established by the board at the beginning of every school year. When necessary, special meetings may be called by the President or by one third of the directors. All actions of a special meeting may be reconsidered at the next regular board meeting. There are at least 6 regular board meetings scheduled during the school year. All regular and special board meetings are open to the public, providing the opportunity for stakeholders to observe the board in action. In addition, the board has committed to holding a public comment period in at least one regular meeting during SY19-20. Board members also meet by committees, and the board holds mini-retreats as necessary, these sessions are closed to the public.

During any regular board meeting, upon a vote of the majority of the Directors present, an executive session may be held, in which case, only those persons invited by the board may be present. The board will not make final policy decisions, adopt any resolution or take any other formal action during executive session. Matters discussed during executive sessions will remain confidential among those attending.

Notice of board meetings will be posted at the school's facilities main lobby, at least one (1) week before regular board meetings and forty-eight (48) hours before board special meetings. The regular board meeting calendar is posted on the school's website at the beginning of the school year. Board meetings are announced to families and staff via electronic weekly newsletter and are also announced via parents association. Board meeting minutes are posted on the school's website within 45 days of being formally approved via board vote.