



**Washington Global PCS  
PCSB Submission  
July 5, 2022**

**School Culture and Discipline Policy**

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

According to its mission, Washington Global will always:

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

Washington Global's expectations for students are to:

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

Washington Global's teachers will always:

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

Washington Global's administrators will always:

- Provide strong, consistent leadership;

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

Washington Global expects parents to:

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

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

### **DeansList**

DeansList is a behavior management system that allows teachers, administrators and staff to track and record positive student behaviors. The system allows teachers to re-enforce the School's SWPBIS by assigning students points based on positive student behaviors. All Washington Global staff are involved in the DeansList process.

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

The school focuses on the positive behaviors which allow students to earn point values based on the following:

- 1 Point:** Student was present, however the behaviors displayed during the class period were not acceptable.
- 2 Points:** Student was present and displayed some positive behaviors, however those positive behaviors were infrequent.
- 3 Points:** Student behavior was positive for a majority of the class and the student did not contribute to any classroom disruptions.
- 4 Points:** Student behavior was very positive and the student completed all the necessary tasks during the class.
- 5 Points:** Student behavior was exemplary and the student took a positive leadership role during the class period.

### **Student Discipline Plan**

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

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

**I. Tier One Behaviors and Possible Responses**

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

<b>Examples of Tier One Behaviors (list is not exhaustive)</b>	<b>Appropriate Responses</b>
Classroom disturbance (e.g. Talking loudly, getting out of seat without permission, off-task behavior) Minor non-compliance with school-wide health and safety policies. Tardy to class without a written excuse Noncompliance with cafeteria rules Failure to comply with classroom rules/expectations Discourtesy Failure to carry out directives Defamation of character Loud, boisterous noise Bringing prohibited personal items (that are not dangerous) from home without school permission Running in classrooms or halls Pushing, shoving, and/or horseplay Unexcused class tardiness Noncompliance with outdoor activity rules Treating school property with disrespect (that does not cause damage to property) Unauthorized eating in classrooms/ common areas Minor insubordination (i.e. that does not cause a classroom disturbance) Minor teasing that does not include repeated acts of bullying Inappropriate displays of affection Other actions deemed to fit the definition of a Tier One offense by the school administration	The School will engage in one or more of the following actions: <ul style="list-style-type: none"> <li>· Telephone call from teacher/staff member to parent/guardian</li> <li>· Student conference</li> <li>· Written communication to parents</li> <li>· Loss of classroom privileges not related to academics</li> <li>· Parental conference</li> <li>· Special assignment</li> <li>· Time out (in room)</li> <li>· Verbal reprimand</li> <li>· Detention</li> <li>· Seating change</li> <li>· Time out with another teacher</li> <li>· Loss of extracurricular/outdoor activity</li> <li>· Parent signature on violation notice returned to school</li> <li>· Other responses deemed appropriate by the administration that fall within similar parameters as the above</li> </ul> Restorative Consequences, as appropriate

## II. Tier Two Behaviors and Possible Responses

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

Examples of Tier Two Behaviors (list is not exhaustive)	Appropriate Responses
<p>Continued defiance when given directives</p> <p>Continued minor non-compliance with the School's health and safety policies.</p> <p>Frequent noncompliance with school-wide masks wearing requirements</p> <p>Unexcused school tardiness</p> <p>Cheating/Plagiarism</p> <p>Lying to authority figures</p> <p>Theft of personal property (under \$100.00)</p> <p>Tardy to school (unexcused)</p> <p>Truancy</p> <p>Minor defacing of school property</p> <p>Insubordination</p> <p>Written or verbal abusive language (constant)</p> <p>Disrespectful or obscene language and/or gestures</p> <p>Inappropriate or disruptive physical contact (Pushing/shoving, horseplay)</p> <p>Noncompliance with bus/metro rules</p> <p>Noncompliance with arrival &amp; dismissal rules</p> <p>Noncompliance with computer rules</p> <p>Noncompliance with dress code/uniform policy</p> <p>Unauthorized use of portable electronic devices (mp3, iPod, cell phone)</p> <p>Cutting class</p> <p>Leaving class or designated location without permission</p> <p>Falsification of records, excuses, passes, schedules, etc.</p> <p>Failure to report to the Principal or another administrator's office when sent by a staff member</p> <p>Other actions deemed to fit the definition of a Tier Two offense by the</p>	<p>The School will engage in one or more of the following actions:</p> <ul style="list-style-type: none"> <li>· Verbal redirection or reprimand</li> <li>· Schedule modification</li> <li>· Counseling</li> <li>· Teacher/student or administrator/student conference</li> <li>· Withdraw of extracurricular privileges</li> <li>· Student-Principal conference</li> <li>· Referral for Administrative Reflection (AR), or increased number of days in "AR" if student was already engaged in this process and parent contacted</li> <li>· Administrator-Parent telephone conference</li> <li>· Referral to counseling services (school or outside)</li> <li>· Parent-Student-Administrator conference</li> <li>· Conflict resolution session</li> <li>· Behavioral contract</li> <li>· Detention</li> <li>· Other responses deemed appropriate by the administration that fall within similar parameters as the above, including restorative practices.</li> </ul>

school administration

### III. Tier Three Behaviors and Possible Responses

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

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

Examples of Tier Three Behaviors	Appropriate Responses
<p>Destruction of private and/or school property: Infraction depends on degree of damage incurred with parent/guardian responsible for payment.</p> <p>Damage or Theft of school property (\$100.00- \$300.00)</p> <p>Vandalism (above minor defacing of property)</p> <p>Encouraging or engaging in a demonstration disrupting the normal learning process</p> <p>Bullying</p> <p>Provoking a fight verbally and verbal threats</p> <p>Indecent exposure</p> <p>Major insubordination (that severely disrupts classroom environment)</p> <p>Possession or distribution of obscene materials</p> <p>Physical abuse: against any student, staff and/or other person not employed by the school</p> <p>Leaving school without permission</p> <p>Harassment (verbal, sexual, other)</p> <p>Possession and/or transmission of objects considered potentially dangerous to the health, safety, and welfare of students and/or school personnel</p> <p>Throwing of potentially dangerous objects</p> <p>Smoking, any use or possession of tobacco products on school property or during school-sponsored events and activities</p> <p>Possession of marijuana or any related illegal or unauthorized drug</p> <p>Unsupervised lighting of matches, lighters, or any device with an open flame</p> <p>Tampering with fire extinguishers or fire alarms</p> <p>Engaging in sexual acts on school premises or at school related functions</p> <p>Forgery</p>	<p>The School will engage in one or more of the following actions:</p> <ul style="list-style-type: none"> <li>● Tier Two responses listed above</li> <li>● Saturday School</li> <li>● On-site Administrative Reflection (AR) and/ or In School Suspension (ISS)</li> <li>● Out of School Suspension (as appropriate and in accordance with local and federal law as outlined below)</li> <li>● Notification and/or requested intervention of law enforcement agencies (if required and/or warranted)</li> <li>● Other appropriate response by administrator for misbehavior</li> </ul>

<p>Gambling</p> <p>Possession of combustibles</p> <p>Major or repeated non-compliance with Washington Global’s Student Health and Safety Policy</p> <p>Engaging in behavior that demonstrates gang/neighborhood crew affiliation (displaying clothing or gestures associated with gangs)</p> <p>Posting or distributing material or literature that is disrespectful, demeaning, humiliating, or damaging to students and/or staff. This includes posting material on the internet or sending material electronically (ie. Via email, cell phone, social media)</p> <p>Other student actions deemed to be the equivalent of Tier Three offenses by school administration</p>	
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**IV. Tier Four Behaviors and Possible Responses**

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

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

<b>Examples of Tier Four Behaviors</b>	<b>Appropriate Responses</b>
<p>Damage or Theft (felony &gt; \$300.00)</p> <p>Arson</p> <p>Extortion</p> <p>Vandalism (causing damage to student or school property)</p> <p>Bomb threat</p> <p>Incite to riot</p> <p>Possession/use/transfer of dangerous weapons**</p> <p>Assault/battery</p> <p>Sexual violation/sexual misconduct</p> <p>Sexual battery</p> <p>Serious acts of vandalism</p> <p>Serious lewd or lascivious acts</p>	<p>Students who engage in Tier Four behaviors will immediately be removed from class/common areas to maintain a safe environment.</p> <p>The School will engage in one or more of the following actions:</p> <ul style="list-style-type: none"> <li>● A response previously listed in the Tier II and Tier III response list, including Administrative Reflection and/or In School Suspension.</li> <li>● Out of School Suspension (as appropriate and in accordance with local and federal law as outlined below- <i>not all Tier IV behaviors can result in suspension per the legislation outlined below. The School will abide by the terms of the legislation when making this determination.</i>)</li> </ul>

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

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

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



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

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

School Leaders will ensure that the suspension meets the requirements of D.C. Law 22-157. Student Fair Access to School Amendment Act of 2018. This Law states that suspension is only warranted if a student willfully caused, attempted to cause, or threatened to cause bodily injury or emotional distress to another person, including behavior that happens off school grounds.

- According to the student discipline policy, the Principal or the Dean of Students will determine whether a student receives an out of school suspension and the length of the suspension, but not to exceed ten days.

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

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

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

- The Principal or the Dean will meet with the student, notify the student of the infraction, and give the student an opportunity to provide an explanation for his/her behavior. If necessary, the Principal or the Dean will conduct an investigation into the circumstances of the student's behavior and any explanation provided by the student. At the Principal's discretion, the student may be suspended pending the results of this investigation and a recommendation for further disciplinary action from the Dean or Principal. This investigation will be completed within 3 business days and, if necessary, a Discipline Hearing will be scheduled after the completion of the investigation
  - The Principal will provide written notice of intent to suspend the student to his or her parent/guardian. The Principal will inform the parent/guardian by telephone and send the notice to the student's parent/guardian (in the native language of the parent/guardian). The Principal will also hold a meeting with the child and parent (in the native language of the parent/guardian) and all other administrative staff to discuss the proposed long-term suspension.
  - A Discipline Review meeting will take place. The meetings are closed to the public, but students may have family, mentors and advocates attend. Two to four staff members from the School will attend the meeting and serve as an impartial decision-making panel. The panel will use a "more likely than not" standard of proof when evaluating all of the information presented. The review meeting can be conducted virtually if warranted by health/ safety factors.
1. A statement of the School discipline violation and summary of the meeting procedure will be provided but the School.

2. The School will provide an explanation and review of the evidence or facts when a long-term suspension is being considered. If video footage is available of the incident, the panel will view the footage.
3. The student may have the opportunity to present any information that he/she wants to the School to consider. The School panel may ask questions regarding the matter to anyone present at the hearing. An advocate may speak on the student's behalf, and the student has the right not to speak on his/her own behalf. Neither the school's representative at the hearing nor the student nor his/her representative(s) will be given the opportunity for cross-examination during the hearing.
4. One business day following the hearing, the School panel present will make a determination regarding the hearing's outcome. The decision will be effective immediately.
5. The student/their family will be informed of the decision via phone within two (2) business days of the conclusion of the hearing and written notification will be mailed within three (3) school days of the decision. This notice will contain information regarding appeal procedures.
6. If a parent/guardian does not request a hearing, or fails to attend the hearing at the scheduled date, time, and place, the right to a hearing may be waived. Therefore, the school will proceed with its determination regarding the proposed infraction and the ruling of the School's panel. The findings from the hearing will be approved and take effect immediately.
7. If a parent/guardian disagrees with the outcome of the meeting, he or she can file a grievance with Washington Global's Board of Trustees following the appropriate grievance policy steps outlined in the Student handbook ([board@washingtonglobal.org](mailto:board@washingtonglobal.org)).

*Meetings will be held virtually unless otherwise noted.*

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

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

- A student who is expelled may not apply for readmission into Washington Global.
- The parent/guardian can also file a grievance with Washington Global's Board of Trustees to appeal the decision following the appropriate grievance policy steps outlined in the Student and Family handbook . To do so, parents/guardians must (email [board@washingtonglobal.org](mailto:board@washingtonglobal.org))

### **Process for Board Review of Parental Grievances**

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

- The nature and date of the grievance and any related or supporting documents; 53
  - The results of previous discussions to resolve the conflict, including any correspondence;
  - The reason for the parent(s)' dissatisfaction with the decisions previously rendered; and
  - A description of the relief sought.

Within 30 days of the submission of a complete Parental Grievance Packet, the

Chair, Vice-Chair and CEO shall:

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

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

Students awaiting their hearing determination will have their missed work assigned through the school's distance learning platform. .

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

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

*Per IDEA 2004, students with disabilities with an IEP who have exhibited a repeated pattern of behavior, or have been suspended for 10 consecutive or nonconsecutive days, will attend a manifestation determination meeting. In a manifestation determination meeting, the student's IEP team will determine whether the behavior is a manifestation of the student's disability. If it is found as a manifestation of a student's disability, the student cannot be suspended. If the behavior is not found to*

*be a manifestation of the student's disability, the student can be suspended.* In addition to following the steps for the short-term or long-term process set above, the School will:

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

## **Attendance Policy**

### **Student Arrival Policy**

Student must arrive by 8:30 daily. Students must be dropped off on the 6th Street SW entrance (at the school/loading zone). Parents should not idle in the street and block the flow of traffic. Students can be picked up from the same location (in front of the building).

Virtual students must "arrive" to school by logging into Global's Distance Learning platform and completing the requirements set forth by the School's Principal and Director of Distance Learning. Virtual student attendance adheres to OSSE's updated attendance policy by indicating that the student has engaged in learning virtually for the school day.

### **Student Dismissal**

Students are dismissed at 3:30pm MTRF and 2:15pm on Wednesday. At the beginning of the school year, parents/guardians will provide the school with a form that indicates if they will be picking their child(ren) up from school or if their child will be taking public transportation home. If this changes during the school year, parents are required to call or email the front office promptly. Students may only leave with an authorized person who is listed on the student's pick-up list for which we have other specific authorization.

### **Early Dismissal**

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

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

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

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

Parents of virtual students must email the student's attendance coordinator to notify them that their student will be logging off early for the day.

### **Tardiness**

Students are considered late if they arrive after their grade's designated start time. All students must check in with a staff member in the cafeteria and receive a tardy pass. Students will not be allowed in the classroom without a tardy pass. All tardy students will receive a phone call from the Attendance Team to notify parents/guardians of their students' tardiness.

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

Any student that arrives at school after 9:15am (either virtually or in-person) without a parent/guardian or a doctor's note showing that date as the date of the appointment may be required to stay after school (the same day) to make up the instructional time missed from class.

Virtual students are considered tardy if they log in after their grade's designated start time.

### **Absences**

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

#### **What are valid Excused Absences?**

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

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

If a child has five or more unexcused absences, a parent conference (telephonic, video, or in-person) will be held to discuss concerns and possible consequences. Following the conference, a letter will be sent to parents.

In accordance with DC law, if a student accumulates ten (10) unexcused absences from school, they will be referred to Washington, D.C.'s Child and Family Services Agency as a chronically absent student. At the

same time, the school must report the student as truant to the Office of the State Superintendent for Education for follow up. The school will notify the family of these truancy reporting measures in collaboration with the Municipal Police Department.

Virtual students must engage virtually in the school's remote learning system to be marked as "present", or make contact with a staff member to show that he or she was engaged and learning to receive attendance for the day.

### **Attendance Failure Policy**

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

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

### **Truancy**

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

### **Grievance Procedures**

#### **Parental Grievance Policy**

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

#### **Parent Complaints**

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

1. Parents should first schedule a conference with the immediately involved teacher, coach or administrator to discuss the issue. An administrator will join this meeting.
  1. If parent(s) conclude that the initial response/course of action was insufficient, a meeting may then be scheduled with the Principal or another applicable administrator. Prior to the scheduling of any such meeting, parent(s) must first provide the administrator with a Grievance Letter that identifies: (a) the issue/ concern/ complaint; (b) what steps have been taken to resolve the situation; and (c) proposed solutions. The administrator will attempt to respond to all Grievance Letters within 10 days of their receipt.
  2. If parent(s) conclude that the initial response/course of action was insufficient, a meeting may then be scheduled with both the Principal and CEO, following the same steps outlined in Step 4.
  3. If a resolution cannot be reached through a discussion with the Principal and CEO, parent(s) may submit a formal Parental Grievance Packet to the Washington Global Board. This packet must include the information and materials discussed below.

## **Process of Board Review of Parental Grievances**

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

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

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

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

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

## **Non-discrimination Policy**

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

## **Notification of Rights Under FERPA**

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

1. The right to inspect and review the student's education records within 45 days of the day the School received a request for access. Parents of eligible students should submit to the School principal (or appropriate school official) a written request that identified the record (s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent of eligible student believes are inaccurate. Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the School principal (or appropriate school official), clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent of eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
4. FERPA defines "directory information" as information contained in the education records of a student that would not generally be considered harmful or an invasion of privacy if disclosed. "Directory information" includes information such as name, address, telephone listing, email, date and place of birth, participation in officially recognized school activities, and dates of attendance. Washington Global may disclose "directory information" to third parties without consent. For example, if a mentor or tutor wanted to connect with a student, the school could provide a parent's telephone number. Public notice has been given to parents in the *Student and Family Handbook*. Parents may restrict the School's distribution of directory information by notifying the Principal in writing (email or letter) at any point during the school year.

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

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

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

Family Policy Compliance Office  
U.S. Department of Education  
4000 Maryland Avenue, SW  
Washington, DC 20202-5901

## **PPRA**

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

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

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

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



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

**Inspect**, upon request and before administration or use:

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

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

Washington Global has developed and adopted policies regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes.

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

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

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

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

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

### **Student Preference Under the My School DC Lottery**

Washington Global utilizes the city-wide My School DC lottery to enroll students in the School. The School's preferences within the lottery are as follows:

1. Sibling Attending
2. Twin Offered
3. Sibling Offered
4. Children of Staff

Washington Global is only one campus and therefore there are no intercampus transfers.