



STUDENT AND FAMILY POLICIES

DISCIPLINE POLICY

At Global Citizens, we strive to build and maintain a school culture that promotes positive behavior and eliminates distractions caused by inappropriate behavior. We know that a strong and positive school culture is fundamental to fostering high student engagement and creating an optimal environment for teaching and learning. We will not implement traditional discipline practices, such as detentions and suspensions in response to student misbehavior. We believe that children respond better to caring adults, positive reinforcement, mediation, and alternative forms of discipline.

EQUITABLE BEHAVIOR POLICIES

Our discipline policy is inspired by the Restorative Justice Model. We will not implement traditional detentions and suspensions in response to student misbehavior. Research has shown that students who are suspended and/or expelled from school enter the School-to-Prison Pipeline. Restorative Justice offers schools a shift from a punitive model to a restorative model. The Restorative Justice model has been around for hundreds of years, and it can be traced back to indigenous people. Specifically, this model allows offenders to take responsibility for their offenses and make restitution with their victims. Restorative Justice addresses the root causes of behaviors by empowering students to problem-solve in a judgment-free environment. The voices of the victims are centered, and they are empowered to share the impact. Students are able to use this model in the real world to solve problems. Restorative Justice focuses on building relationships (teacher to student, student to student, and teacher to teacher) and repairing harm.

RESTORATIVE JUSTICE PRACTICES



F7-SB

Tier I Prevention

This is the foundation of restorative discipline. The first tier focuses on community building. Teachers or student facilitators, who have been trained, lead students in circles of sharing. In these circles, inclusivity is key. Students share goals, hopes, community values, and mistakes. Students play an integral part in creating the climate of Tier I Prevention. At the beginning of the year, students and their teachers create classroom respect agreements, and all agree to be held accountable. The contract is an extremely effective way of maintaining harmony in the classroom. When agreements are broken, students and teachers refer back to the classroom respect agreements. Additionally, there is a focus on building strong relationships with students and families. This is implemented in conjunction with Conscious Discipline’s Seven Skills of Discipline (Composure, Encouragement, Assertiveness, Choices, Empathy, Positive Intent, and Consequences).

Tier 2 Intervention

Tier 2 begins when students break the rules and someone has caused harm to someone else. Traditionally, this is when children are disciplined. At Global Citizens, we implement mediation as a next step. The offending child is expected and encouraged to come forward and attempt to repair the relationship by meeting with the affected parties and a mediator, usually a teacher but can also be a student (when appropriate). The process is nonjudgmental. The offender asks questions like what happened, what was my role, who was impacted, and what can I do to repair it. A plan is made for restoration and reconciliation by the children supported by teachers. This phase allows for autonomy, healing, and relationship strengthening.

Tier 3 Reintegration

In order for Restorative Justice to be effective, all parties must agree to participate. In instances where the offender refuses to take responsibility for his/her actions, we will move into logical consequences. Children will be supported with rejoining the restorative process after consequences. We know that it takes practice and multiple tries to learn habits and behavior.

Suspension and expulsion are not ideal for our school model. The goal is for children to be empowered and included in every aspect of learning.

CODE OF CONDUCT

The Code of Conduct is designed to guide the efforts of staff in creating a safe and healthy learning environment that is conducive to rigorous academic learning. This Code of Conduct is intended to be accessible and transparent. It serves as a guide for determining appropriate responses to missteps, relations repair, and inappropriate behavior. The Code of Conduct is aligned with state law and policy, as well as the Student Fair Access to School Amendment Act of 2018 (DC's most recent discipline bill). The Code of Conduct is reviewed and revised annually, with opportunities for children (as appropriate), families, and staff to provide feedback and input. Global Citizens' parents/guardians, students, and staff are required to make a commitment to help fulfill our school's mission of high student achievement by adhering to the expectations outlined in our Code of Conduct. We believe our Code of Conduct is equitable and gives students agency.

At Global Citizens, we believe that effective behavior management is an opportunity to teach and reinforce expectations in a way that is positive, proactive, and purposeful. However, we know that children may still engage in inappropriate behavior at times. We will utilize the Code of Conduct as a guide for determining appropriate responses to missteps, relationship repair, and not meeting behavioral expectations. In order to ensure we maintain a safe and equitable environment, we will resolve each misstep, conflict, and failure to meet expectations as an individual matter with the support of peers, staff, families, and the Student Support Team.

The Code of Conduct applies to all Global Citizens' students as they are in route to and from school, at school, and attending school functions on-campus and off-campus. The Code of Conduct also applies to virtual learning spaces. The Code of Conduct is included in our Student and Family Handbook, so that parents/guardians can discuss important aspects with their children.

Professional Development related to Community Expectations, the Code of Conduct, and Social-Emotional Support will be provided to all staff members during each Summer Institute as well as on an ongoing basis throughout the school year. Teachers will be supported through coaching, learning walks, and book studies related to classroom management and behavioral support. Teachers of students with special needs will be provided with additional specialized training relevant to disabilities and behavior modifications. Teachers and administration will review the Community Expectations with students and families during the beginning of the school year and consistently throughout lessons and via class time and community meetings - highlighting the importance of each value in THRIVE.

Glossary of Terms

Missteps = Behavior Not Meeting Expectations

Logical response or response = Disciplinary Action

Family = Parent/Guardian

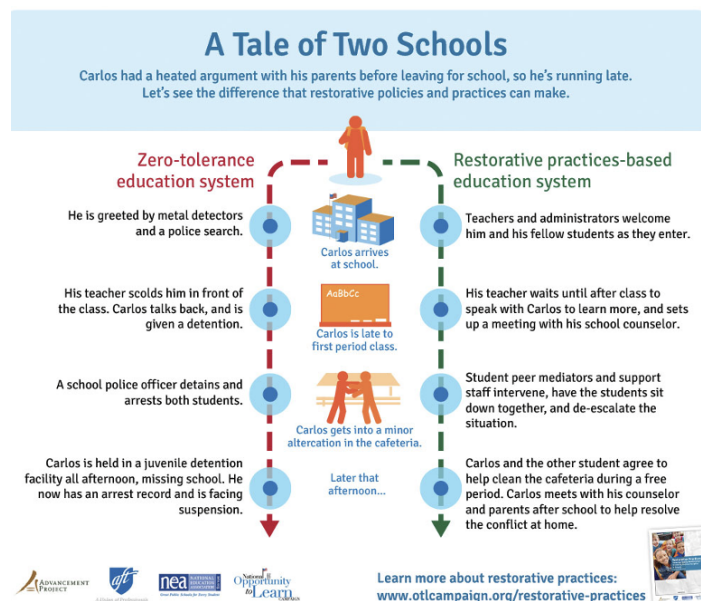
Temporary removal from school community = Suspension (the denial of a student's right to attend our school and participate in classes and school activities for a defined period of time)

Permanent removal from school community = Expulsion (the denial of a student's right to attend our school, which includes all classes, school activities, functions or events)

REPAIR/CONSEQUENCES

Even though we will have clear expectations for our children, we understand they are human and will make mistakes. We see these as teachable moments. No single set of consequences will be effective in helping every child at all times. Therefore, a series of interventions (outlined below) are available to correct inappropriate behavior and missteps depending on the needs of the child and the severity of the behavior. As staff members attempt to meet the behavioral needs of all children, the focus will remain positive and an emphasis will be placed on correcting behavior and getting children back on track.

To achieve our mission of developing young leaders to take action to create a better world as global citizens, we must guide our children to make responsible decisions and to own their mistakes. Our main focus is to keep children in their classrooms and engaged in the learning process. We will allow them to feel safe and feel a sense of belonging, and we will provide children with the agency and tools to problem-solve. The graphic below shows how we will use the Restorative Justice Model to support student learning. Our team will use interventions, de-escalation, mediation, and repair instead of harsh discipline and zero-tolerance policies.



*Developed by the Schott Foundation, Advancement Project, American Federation of Teachers and National Education Association

MISSTEPS	STRATEGIES TO SUPPORT BEHAVIOR CHANGE
<p>Category 1 Missteps: First-time low-level, minor, infrequent behaviors that do not significantly interrupt the teaching and learning of others.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Disruptive during learning experience or major common areas ● Non-compliance with class/school expectations ● Moving around the school without permission or being in an area of school off-limits to students ● Using inappropriate language in conversation (not directed at someone) ● Spitting/Pushing ● Bringing items not permitted in school ● Inappropriate use of computers ● Other first-time minor offenses 	<p>Category 1 Responses/Repair: Logical and planned interventions with the classroom teacher and the students within the classroom or major common areas (such as the hallways, cafeteria, playground, etc.).</p> <p>May include one or more of the following:</p> <ul style="list-style-type: none"> ● Expectations reminder ● Clear direction – with positive outcomes and expectations ● Choice of strategies for redirection ● Verbal/Nonverbal Reminder ● Mindfulness movement ● Logical Consequence ● Cool down/safe space ● Student verbal or written reflection ● Restoration (includes reparations/restitution)
<p>Parents or guardians may be informed of Category 1 Missteps via phone call or another platform.</p>	

<p>Category 2 Missteps: Persistent behaviors that disrupt teaching and learning, or repeated Category 1 Missteps.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Continued Category 1 Missteps, even after receiving logical consequences ● Verbally abusing, teasing, or harassing others ● Play fighting or unsafe play ● Skipping class ● Physical aggression towards self, others, or property with the intent to harm ● Theft ● Vandalism 	<p>Category 2 Responses/Repair: Planned Student Support Team support, which involves the student, teachers, and parents or guardians.</p> <p>May include one or more of the following:</p> <ul style="list-style-type: none"> ● Cool down/safe space ● Logical Consequence ● Peer mediation ● Class mediation ● Staff (counselor/administration) mediation ● Family conference ● Reparations (e.g., complete the work that was destroyed) ● Restitution (e.g., repair school or personal property after school) ● Loss of computer use for a designated length of time ● Student Support Team referral ● Restorative Justice Team referral ● Behavior Plan (individual) ● Recommendation for counseling
<p>Parents or guardians will be notified of Category 2 Missteps in person or via phone or another platform. Student behavior will be logged in the behavior log, so that students can receive targeted support and interventions.</p>	

Category 3 Missteps: Repeated Category 2 Missteps, extreme violence, or dangerous or illegal actions while at school or on school grounds.

Examples:

- Bullying*
- Use of profanity, racial, ethnic, religious, or sexually derogatory language with the intent to harass, hurt, or threaten someone
- Sexual harassment (e.g., inappropriate touching or groping, unwanted or unsolicited advances)
- Physical fighting/hitting
- Unauthorized use of the fire alarm equipment
- Causing significant vandalism to school or school property (including graffiti)
- Possessing dangerous items or weapons
- Using or possessing illegal or banned substances including tobacco products, alcohol, or prescription or non-prescription medication
- Causing, attempting to cause, or threatening bodily injury or emotional distress to another person with an intent to harm

Category 3 Responses/Repair: Planned Student Support Team support with the student, parents or guardians, teachers, school administrators, and other support agencies, as appropriate.

May include one or more of the following:

- Family conference with Head of School and/or Director of Curriculum & Instruction (or School Culture Specialist)
- Reparations (e.g., complete the work that was destroyed)
- Restitution (e.g., repair school or personal property after school)
- Loss of privileges
- Immediate removal from the classroom community to designated safe space in school with adult supervision
- Immediate removal from the school community to family for a designated period of time (suspension) with re-entry conference (preferred)
- Illegal activity reported to law enforcement (after family notification)

Please note: Temporary or permanent removal from our school community is a logical response to a misstep and will be recommended when a student:

- Willfully causes bodily injury to another person
- Causes ongoing emotional distress to another person
- Poses an immediate threat to oneself or another person

Parents or guardians will be notified of Category 3 Missteps in person or via phone. Student behavior will be logged in the behavior log, so that students can receive targeted support and interventions.

**Any bullying will be immediately referred to the Director of Curriculum & Instruction or designated school leaders. Bullying shall be defined as the repeated use by one or more students of a written, verbal, or electronic communication, such as cyber bullying, directed at or referring to another student, or a physical act or gesture by one or more students repeatedly directed at another student. Bullying causes reasonable fear, a disruption in learning, emotional/physical harm, and creates actions that affect a person through injury or discomfort. The bullied individual does nothing to cause bullying. [Definition of bullying from the [American Psychological Association](#).] There is an Anti-Bullying Policy that gives further details below.*

Alternatives to Suspension

At Global Citizens, we believe that suspension is not an effective method for teaching appropriate behaviors. We also know that children of color are often over-represented in out-of-school suspensions in schools across the nation. We believe that restorative practices provide equity in responding to inappropriate behaviors. Students will learn to take responsibility for their actions and repair the damage they caused and/or the relationships. Special consideration will be given to preschool and pre-kindergarten children regarding discipline. Young children must be taught how to learn, and move through a spectrum of dependence and independence. This same understanding is applied to scaffolding behavior expectations with young children. Children with disabilities will also receive special consideration within the code of conduct (see manifestation section). When student behaviors are determined to be unsafe or persistent, and students are not responding to restoration, students will receive the following support:

- Behavior Support Plan (including classroom observations)
- Modified Schedule
- Additional Social Emotional Support
- Student Support Team (SST) Review (as a part of our MTSS)

Responses/Repair of Missteps Defined

- Restorative Practices:
 - Address the needs of the school community
 - Build healthy relationships between educators and students
 - Reduce, prevent, and improve harmful behavior
 - Repair harm and restore positive relationships
 - Resolve conflict and hold groups and individuals accountable
- Logical Consequences: These are consequences that are directly related to the negative behavior. They allow students to fix the situation and make amends. Logical Consequences are RELEVANT (consequence is directly related to the child's action and repairs the situation), REALISTIC (for the child to do and the teacher to monitor), and

RESPECTFUL (focus on the behavior rather than on the child's character). In addition, logical consequences:

- Help children to see the connection between their behavior and the effect it has on others
- Allow children to fix the problems that their action caused
- Allow children to take responsibility for their actions
- Help children to take responsibility for their actions
- Avoid interpersonal power struggles
- Verbal reminder: Remind child of rules & expectations and point out what exactly they are doing to disregard them and what they need to do to get back on track.
- Conference with students: Remind child of rules & expectations. Review the completed behavior improvement form. Ask the child to identify what they are doing to disregard rules & expectations and what they need to do to get back on track. Remind them of the consequences of their actions. Ask them what you, as the adult, can do to help them get back on track.
- Cool down: Remind the child of rules & expectations. Explain that because they are choosing to disregard them, they will have time to calm, re-center, and reflect. This can be in the classroom or in another classroom. Students can never be sent into the hallway for cool down time or be put in an unsupervised location.
- Student reflection: This is a reflection form that will allow students to reflect on their actions and think about how they can make better choices. This should be stapled to the referral form and completed during a time-out.
- Parent/guardian contact: This is a time for the teacher to inform parents/guardians of their child's behavior and all interventions that have been attempted to re-engage their child. Parents/guardians may choose to speak directly to their child to help get their child back on track. [Please note: parents/guardians will receive information on our Community Expectations and Code of Conduct, as well as the difference between punitive responses and restorative responses (so that they can understand why we choose to provide restorative responses).]
- Behavioral referral: This is used when all other classroom interventions have failed and the child is still not responding positively. Teachers will complete a referral form in an objective manner, stating the facts and outlining all interventions tried, and then call the Head of School or Director of Special Populations for additional support.

Administrative and Additional Consequences Defined

- Call home: The teacher, Director of Curriculum & Instruction, Head of School, or another administrator will call home to inform the parents/guardians that a behavior referral was received for their child and for what reason.
- Student conference: The teacher, Head of School, or another administrator will conference with the child, review their behavior improvement form, and help the child to prepare for returning to the classroom.

- Cool down in a safe space: The teacher, Director of Curriculum & Instruction, Head of School, or another administrator will give the child the opportunity to cool down in another classroom or safe space in order to prepare to return to his/her own classroom.
- Cool down with an administrator: The teacher, Director of Curriculum & Instruction, Head of School, or another administrator will give the child the opportunity to cool down with an administrator in order to prepare to return to the classroom.
- Parents/Guardians come to school: The teacher, Director of Curriculum & Instruction, Head of School, or another administrator will encourage the child's parents/guardians to come to the school building to observe in the classroom with the child or have a conference.
- Behavior Intervention Plan: The teacher, Director of Curriculum & Instruction, and Head of School (with support of the Director of Special Populations) will conduct a Functional Behavior Assessment (FBA) and will develop a behavior intervention plan (BIP) with the child, parent, and teacher.
- Referral to SST: The teacher, Director of Curriculum & Instruction, Head of School, or another administrator will refer the child to the student support team (SST) for further action-planning and data collection.
- Referral to counseling: The teacher, Director of Curriculum & Instruction, Head of School, or another administrator will refer the child to speak to a counselor or attend a social skills group.

Temporary Removal from School Community

At Global Citizens, we believe that suspension is not an effective method for teaching appropriate behaviors. When restoration and interventions are not proven to be effective and students willfully cause, attempt to cause, or threaten to cause bodily injury or emotional distress to another person, temporary removal may be used as a consequence in accordance with the [Student Fair Access to School Amendment Act of 2018](#). If this occurs, we will contact the families immediately by phone or video conference and provide details of the removal in writing within 24 hours.

A student in Pre-Kindergarten can only be temporarily removed from the school community for up to three days if the student willfully caused, attempted to cause, or threatened bodily injury unless the injury or threat was made in self-defense.

MANIFESTATION DETERMINATION REVIEW

When a student with a disability makes a misstep and our school is considering temporary or permanent removal of the student from our school community, then we will hold a Manifestation Determination Review to examine the relationship between the student's disability and the misstep.

Students with disabilities include students with Individualized Education Plans (IEPs), 504 Plans, and students who are in the process of being evaluated for Special Education. If a student has been temporarily removed from the school community for more than 10 days in a school year, a Manifestation Determination Review meeting* must occur within 10 days of the student's removal from school. The multi-disciplinary team (MDT team) will include the student's family, teachers, Director of Special Populations, school leader(s), and service providers.

1. If the MDT team determines that the student's conduct was not a manifestation of the student's disability, the student will be returned to school immediately. The MDT team will determine the logical and restorative response to the misstep in accordance with the Code of Conduct.
2. If the MDT team determines that the conduct was a manifestation of the student's disability, the circumstance will be reviewed with consideration for the student's disability and the misstep warranting the review (per the Code of Conduct).

APPEALS PROCESS FOR TEMPORARY REMOVAL FROM SCHOOL COMMUNITY

If a student is temporarily removed from our school community, the parent/guardian will be contacted immediately and receive details of the removal in writing within 24 hours. The parent/guardian may appeal the temporary removal through an appeals process that includes a hearing before an appeals committee consisting of the Director of Curriculum & Instruction, head of School, and other members of the school's team as deemed appropriate. The appeal must be made in writing to the Head of School (or designee) via email or in-person within 24 hours of notification of temporary removal from the school community. A hearing will be scheduled as soon as possible after the Head of School receives notice of the appeal from the parent/guardian. Appeals information will be published in both the handbook and on our website.

Students will receive access to assignments, support from school staff virtually or by phone to minimize gaps in learning while the student is temporarily removed from the school community. All work will be accessible and available for make-up upon return to the school community.

Students with special needs and English Learners will be supported through their IEPs or individualized learning plans (ILPs) created by the MDT team to support students during their time out of school.

After an appeal is submitted to the Head of School:

1. The school will set a date for a hearing within 24 hours.
2. The appeals committee will convene with the parent/guardian.
3. The Teacher and Administrator will present the information that led to removal from the environment.

4. The parent/guardian (and student if/when applicable) will present oral and written statements as well as documentation supporting the appeal.
5. The appeals committee will consider the testimony of all participants and provide a decision to uphold or reverse the temporary removal within 24 hours. This decision will be final and provided to the parents/guardians by phone or video conference and via mail or email (with receipt confirmation).

*Manifestation Determination Review meetings, as required by law, will occur for students with disabilities. They are not dependent upon parents/guardians submitting an appeal.

PERMANENT REMOVAL FROM SCHOOL COMMUNITY

At Global Citizens, we believe that expulsion is not an effective method for teaching appropriate behaviors. We also know that children of color are often over-represented in out-of-school suspensions in schools across the nation. We believe that restorative practices provide equity in responding to inappropriate behaviors. Students will learn to take responsibility for their actions and repair the damage they caused and/or the relationships.

Permanent removal from our school community is an action taken only as a last resort and in accordance with the Student Fair Access to School Amendment Act of 2018. Permanent removal from our school community is a logical response to a misstep and will be recommended when a student:

- Willfully causes bodily injury to another person
- Causes ongoing emotional distress to another person
- Poses an immediate threat to oneself or another person

If a student is under consideration for permanent removal, the parent/guardian will be notified immediately by phone or video conference and in writing within 24 hours of the incident. The student will be removed from our school community (out of school) until the permanent removal is final. Once the student is placed under consideration for permanent removal, the parent/guardian will be asked to pick up their child from school. The student will not be allowed to return to the school grounds or participate in any school-sponsored activities or programs.

The Administrator will determine when to recommend permanent removal. The recommendation will be sent to the Head of School and a meeting will be held with the parents/guardians to review and discuss the circumstances that resulted in the recommendation. Parents/Guardians will also be reminded of the Appeals Process in writing. The Head of School will make a final decision on permanent removal within 48 hours of the meeting, and the parents/guardians will be notified by phone or video conference and in writing (via mail or email with receipt confirmation).

Students in Pre-Kindergarten will not be expelled under any circumstances.

APPEALS PROCESS FOR PERMANENT REMOVAL FROM SCHOOL COMMUNITY

If a student is permanently removed from the school community, the parent/guardian may appeal the decision in writing to the Head of School within 48 hours of the decision. The parent/guardian may appeal the permanent removal through a formal appeals process that includes a hearing before an appeals committee consisting of the Head of School, Director of Curriculum & Instruction, and other members of the school's team as deemed appropriate. The appeal must be made in writing to the Head of School (or designee) via email or in-person within 48 hours of notification of permanent removal from the school community. Once the appeal is received, a hearing will be scheduled no more than 72 hours after the Head of School receives notice of the appeal from the parents/guardians. Appeals information will be published in both the handbook and on our website.

Students will receive access to assignments, support from the teacher virtually to minimize gaps in learning. All work will be accessible and/or available for make-up on return to the community until the appeal process is completed. Students with special needs will be supported through their IEPs and other plans created by the MDT team to support students during their time out of school.

After an appeal is submitted to the Head of School:

1. The school will set a date for a hearing within 72 hours.
2. The appeals committee will convene with the parents/guardians.
3. The Director of Curriculum & Instruction/Teacher will present the information that led to removal from the environment.
4. The parent/guardian (and student if/when applicable) will present oral and written statements as well as documentation supporting the appeal.
5. The appeals committee will consider the testimony of all participants and provide a written decision to the parents/guardians within 48 hours of the hearing by phone or video conference and via mail or email (with receipt confirmation).
6. The decision of the appeals committee to uphold or reverse the Head of School's decision is final.

*Manifestation meetings, as required by law, will occur for all students with disabilities. They are not dependent upon families submitting an appeal.

ATTENDANCE POLICY

We believe that all families want their children to thrive - academically, socially, emotionally, and physically. In order to ensure our children are set up for success every single day, all children

and families at Global Citizens will understand that we set high standards for attendance. Teachers, leaders, and staff will regularly reinforce the expectation that children should come to school on time every day (unless they are ill), and that their presence and absence will be monitored. In accordance with OSSE's truancy guidelines¹ and school reporting requirements, Global Citizens will require a written statement (email, online form, or paper) from the parent or guardian verifying the reason for a student's absence.

We will implement the following accountability measures to encourage daily attendance:

- Teachers will reach out and introduce themselves to all families by the beginning of the school year to begin building positive authentic relationships with them
- All families will receive a Student and Family Handbook that will emphasize the value placed on daily attendance and delineate the processes we will use to deal with absenteeism
- Attendance will be tracked daily in the classroom and will be recorded in our student information system
- Whenever a child is absent, parents and families will be contacted automatically
- Children who are having challenges with attendance will be identified for support and intervention

Absenteeism impacts a child's ability to participate in the community effectively. Families will sign an attendance contract during enrollment. Students missing 8 or more days will be referred for an attendance meeting. During this meeting, a plan will be made with parents and guardians that will include interventions. At 10 unexcused or unverified absences, the Child & Family Services Agency (CFSA) will be contacted. Students with chronic absenteeism, defined as missing more than 10% of all school days (about 18 days), may be referred for retention if improvements are not made.

EXCUSED/UNEXCUSED ABSENCES

While attendance is crucial for all students, Global Citizens understands some situations may occur that require students to periodically be absent from school. In this event, parents/guardians are required to notify the school on all days when students will be absent. In this notification, parents should explain why the student is absent and his/her expected return date to school. An email can be sent to our Office and Operations Manager and Director of Operations. All students are expected to arrive on time to school every day. In the event that a child is late (anytime after 8:30 am), he/she will be marked as "tardy." In the event that a child is absent, it will either be classified as "unexcused" or "excused."

¹ <https://osse.dc.gov/publication/attendance-and-truancy-resources-parents>

A child who has five unexcused absences will be requested to participate in a truancy conference. Truancy is defined as “the willful absence from school by a minor, five (5) to eighteen (18) years, with or without approval or parent knowledge or consent.”

Excused Absences are classified as the following:

- Death in the family or other significant family crisis
- Illness of the student (a doctor’s note is required if a student is absent for an illness)
- Observance of religious holidays
- Emergency which requires the student to be at home (approved by Global Citizens PCS)
- Lawful suspension or exclusion from school by school authorities

In each case, with the exception of a suspension, written notice from the parent must be submitted to excuse students’ absences within 5 school days upon the students’ return to school.

Unexcused Absences are classified as the following:

- Oversleeping
- Doing errands
- Extended Vacations

Each time a student has the equivalent of one (1) day of unexcused absence and 10 or more excused absences, our Office and Operations Manager will call the parent or guardian of the student. Unexcused absences can result in truancy court referrals and failing grades. After ten (10) unexcused absences, the school will contact DC Child and Family Services Agency (CFSA).

GRIEVANCE/COMPLAINT PROCEDURE

If you have a complaint about Global Citizens, which you would like to resolve informally, we encourage you to first speak with your child’s teacher. It is best to tell someone at Global Citizens about your complaint as soon as possible so the appropriate staff members can work to address the issue in a timely manner. If your complaint is not resolved by meeting with your child’s teacher, please contact the Director of Curriculum & Instruction, Shedon Williamson, by email (at swilliamson@globalcitizensschool.org) or by calling the school’s main number: (202) 221-6400. If your complaint is not resolved by meeting with the Director of Curriculum & Instruction, Shedon Williamson, please contact the Head of School, Dr. Natalie Smith, by email (at natalie@globalcitizensschool.org) or by calling the school’s main number: (202) 2221-6400. If a resolution with the Head of School cannot be reached in a timely manner, then you should bring the matter to the Global Citizens School Board by contacting the Board Chair, Taura Smalls at tsmalls@globalcitizensschool.org. Below, please find a flowchart of the complaint resolution process:

Contact your child's teacher.



**Contact the Director of Curriculum & Instruction, Shedon Williamson
(at swilliamson@globalcitizensschool.org).**



**Contact the Head of School, Dr. Natalie Smith
(at natalie@globalcitizensschool.org).**



Contact Board Chair, Taura Smalls (at tsmalls@globalcitizensschool.org).

NON-DISCRIMINATION POLICY

Global Citizens Public Charter School is open to all D.C. residents and does not discriminate based on actual or perceived race, color, ethnicity, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity, gender expression, family status, family responsibilities, political affiliation, disability, military status, sexual orientation, pregnancy, parenthood, or any other personal or professional status.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents/guardians certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records on-site. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records that they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

At Global Citizens, we define "school officials" as parties who need to review an education record in order to fulfill his or her professional responsibility. School officials are teachers; administrators; board members; support or clerical staff; attorneys; nurses and health staff; counselors; human resources staff; information systems specialists; school security personnel; and contractors, consultants, volunteers or other parties to whom the school has outsourced institutional services or functions.

Global Citizens may disclose personally identifiable information from education records without consent to a "school official" under this exemption only if the school has determined that the official has a "legitimate educational interest" in obtaining access to the information for the school. We define a "legitimate educational interest" to be an interest that a school official has if he/she needs to review an education record in order to fulfill his or her professional responsibility.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to

the discretion of each school.

GLOBAL CITIZENS SY 2022-2023 FAMILY DIRECTORY

Global Citizens families are encouraged to share their contact information with each other, so that they can connect and communicate throughout the school year (to carpool, plan events, schedule play dates, etc.) via our SY 2022-2023 Family Directory. The family directory will include your name, child's name or children's names, and the phone number and email address you provide to our school. Please provide your contact information by submitting the Student Information Sheet below to our front office.

By completing this, you understand and agree that your contact information (Parent's Name, Child's Name, contact email, contact phone number) will be made available to all Global Citizens families in our online directory or upon request.

STUDENT INFORMATION SHEET SCHOOL YEAR 2022 - 2023

STUDENT INFORMATION

Last Name:	First Name:	MI:
<hr/>		
DOB:	Grade:	
<hr/>		

PARENT INFORMATION

Parent/Legal Guardian	Parent/Legal Guardian
Last Name: <hr/>	Last Name: <hr/>
First Name: <hr/>	First Name: <hr/>
Phone: <hr/>	Phone: <hr/>
Email: <hr/>	Email: <hr/>

RESIDENCE INFORMATION

Street Address:

City: _____ State: _____ Zip: _____

EMERGENCY CONTACT INFORMATION

Name: _____	Name: _____	Name: _____
Relationship: _____	Relationship: _____	Relationship: _____
Phone #: _____	Phone #: _____	Phone #: _____

PICK UP/DROP OFF POINT OF CONTACT

Name: _____ Relationship: _____ Phone #: _____

Name: _____ Relationship: _____ Phone #: _____

Name: _____ Relationship: _____ Phone #: _____

Name: _____ Relationship: _____ Phone #: _____

Name: _____ Relationship: _____ Phone #: _____

FOOD ALLERGIES/ADDITIONAL INFORMATION

Please list any food allergies you child may have:

Please list any dietary information your child may have:

Please list any additional information regarding your child:

Please check the box below if you agree to have your contact information (Parent's Name, Child's Name, contact email, contact phone number) included in the school directory.

I agree to have my contact information included in the school directory.

ADMISSIONS PREFERENCE POLICY

Global Citizens is available to all students that are residents of the District of Columbia free of charge. Global Citizens participates in the My School DC common lottery process. Please see www.myschooldc.org for up-to-date information about application deadlines and processes. During our inaugural school year, our preferences are founders, children of staff, and siblings offered (in this order). For the following school year, we will offer the same preferences and add a sibling attending preference for students who are currently enrolled and have a sibling who is planning to attend during the upcoming school year.