



STUDENT/FAMILY HANDBOOK

525 School Street, SW
Washington, DC 20024

www.washingtonglobal.org

WELCOME TO WASHINGTON GLOBAL PCS

Welcome to Washington Global PCS. We are very excited to have an active community of students and their families involved in the school.

Washington Global Public Charter School (Washington Global) is a community school open to all middle school students in Washington, DC that utilizes a rigorous, internationally-based academic and cultural curriculum, which integrates project-based learning, service-learning, technology, and language acquisition to develop enterprising and competitive global citizens.

To meet the needs of our students and raise their academic achievement we intend to:

- Inspire academic success by providing an authentic college preparatory, international curriculum;
- Nurture student creativity, curiosity and efficacy by promoting self-directed education through project-based learning;
- Offer individually paced academic instruction and activities within small learning labs;
- Develop students' 21st century learning through authentic problem-solving opportunities, foreign language instruction, and Information, Communications, and Technology (ICT) seminars;
- Offer authentic real-world learning through service-learning opportunities;
- Provide students with a connection to their surrounding community through the school's community school model; and
- Preserve and cultivate the innate capacity of students so they can reach their full potential as contributing global citizens ready for high school, college, and careers.

WASHINGTON GLOBAL PCS FAMILY HANDBOOK

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ABOUT WASHINGTON GLOBAL PCS

Washington Global Public Charter School is a tuition-free middle school open to all students in Washington, DC. We offer a robust international and research-based academic program to develop globally competitive students who are ready for college and careers. Our program includes project-based learning, small learning communities, technology instruction, arts, and foreign language classes in Spanish. We strive for all of our students to be healthy and active through our nutrition, physical education, and athletic programs. We also serve as a community school that promotes local engagement and service-learning for our students.

The school's cornerstone program is the International Middle Years Curriculum (IMYC) that is used in middle schools throughout the world. The IMYC offers interactive, stimulating, real-world, project-based learning delivered through thematic units such as resilience, entrepreneurship, and creativity. These themes are woven into the students' English Language Arts (ELA), Math, Science, and Social Studies courses where they are working towards mastering the Common Core State Standards (CCSS). The IMYC also provides the framework for these themes to support Information and Communications Technology (ICT) and Physical Education curricula.

Washington Global is a newly chartered, grass roots organization, founded in Washington, DC in 2014 by DC educators and District of Columbia community members. Washington Global's founders wanted to bring a world-class education, typically only found at elite private schools, to an area of Washington, DC that needed more high-quality middle schools. Our founders, executive team and staff have years of experience in urban schools, particularly in Washington, DC.

Washington Global is also committed to serving its students beyond the school day. We offer an extended school day program, free after care, tutoring, and a variety of free extracurricular activities.

We are also committed to serving the entire school community and fostering active parent engagement. We offer a variety of parent and family programs and our building is always open to parents during the school day to use technology.

LOCATION

525 School Street, SW

Washington, DC 20024

Phone: 202-796-2415

Email: Info@washingtonglobal.org

SCHOOL HOURS

BEFORE CARE:

Monday-Friday 6:45 am-8:00am

ACADEMIC DAY

Monday, Tuesday, Thursday, Friday: 8:15 am-3:45p

Wednesday: 8:15am-2:15pm

AFTER CARE

Monday, Tuesday, Thursday, Friday:
3:45pm-5:40pm

Wednesday: 2:15pm-5:40pm

STAFF MEMBERS 2017-2018

SCHOOL LEADERSHIP

Elizabeth Torres, Ed.D.
Co-Founder/CEO
eltorres@washingtonglobal.org

Howard Mebane
Principal
hmebane@washingtonglobal.org

Suzanne Brooks
Director of Special Programs
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BUSINESS AND OPERATIONS MANAGEMENT

Diana Gabriel
HR and Operations Manager
hr@washingtonglobal.org

Lynell Gray
Business and Facilities Manager
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STUDENT AND TEACHER SUPPORT

Malene Kambon
Dean of Students
mkambon@washingtonglobal.org

Paul Lombardi
Instructional Coach
plombardi@washingtonglobal.org

INSTRUCTIONAL STAFF

English Language Arts
Andrea White
Yolanda Whitted
Shelton Lee

Social Studies
Paul Thistle
Janelle Jeter

Science
Meaghan Thomas
Fred Loran

Mathematics
Deloreis Berry
Kennieth Smith
Garry Cameron- Master Educator

Special Education
Dr. Deborah Boroughs
Victoria Makell
D'Vore Brittingham

Global Studies
Astarsia Young

Spanish
Matias Brocato
Mayra Abasto

Physical Education
Derrick McBryde

WASHINGTON GLOBAL PCS CALENDAR

Washington Global students will be in session beginning August 20, 2018 and will follow the Daily Schedule. School will be in session except for the days outlined in the calendar below. Specialty events are also included below.

August	September	October	November
<p>Mon 6-9th: 6th grade Global Bridge program (9am-12:30pm)</p> <p>Thurs 9th: Staff return</p> <p>Mon 20th: First Day of School</p>	<p>Mon 3rd: Labor Day (closed)</p>	<p>Mon 8th: Columbus Day (closed)</p> <p>Thu 25th: End of Q1</p> <p>PD (no students)</p> <p>Fri 26th: ½ day PD– ½ Day records (no students)</p>	<p>Tue 6th: Parent Teacher Conferences (no students)</p> <p>Wed 21st –23rd: Thanksgiving (closed)</p>
December	January	February	March
<p>Mon 24th: Winter Break begins</p>	<p>Mon 7th: Students return</p> <p>Mon 21st: MLK Jr . Day (closed)</p> <p>Tue 22nd: End of Q2</p> <p>1/2 day PD–1/2 day records (no students)</p>	<p>Mon 18th: Presidents Day (closed)</p> <p>Tues 19th-22nd: Mid-Winter Break (closed)</p>	<p>Fri 8th: Parent Teacher Conferences (no students)</p>

April	May	June	July
<p>Fri 5th: End of Q3</p> <p>1/2 day PD– ½ day records (no students)</p> <p>Mon 15-20th: Spring Break (closed)</p> <p>Tues 16th: Emancipation Day (closed)</p>	<p>Mon 27th: Memorial Day (Closed)</p> <p>Tues 28th: Parent Teacher Conferences (no students)</p>	<p>Fri 14th: End of Q4</p> <p>Last day of school (½ day students)</p> <p>Fri 14th: Staff (PD after student dismissal)</p>	<p><i>Extended school year sessions TBD</i></p>

DAILY SCHEDULE

(Monday, Tuesday, Thursday, and Friday)	
7:40am - 8:15am	Drop off
8:15am - 3:45pm	Regular School Day
3:45pm	Dismissal/Activities

Wednesdays Only	
7:40am - 8:15am	Drop off
8:15am - 2:15pm	Regular School Day
2:15pm	Dismissal/Activities

NONDISCRIMINATION POLICY

In accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Title II of the Americans with Disabilities Act of 1990 and the 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.

ACCOUNTABILITY

Washington Global PCS is an independent non-profit 501(c)3 that offers a robust international and research-based academic program to develop globally competitive students who are ready for college and careers. The school's program includes project-based learning, small learning communities, technology instruction, arts, and foreign language classes in Spanish. The school strives for all of our students to be healthy and active through our nutrition, physical education, and athletic programs. Washington Global also serves as a community school that promotes local engagement and service-learning for our students.

Washington Global PCS is authorized by the DC Public Charter School Board (PCSB), the sole authorizer within the charter sector of Washington DC.

Washington Global PCS is required to submit documents and make periodic reports (governance, finance, operations, etc.) to the PCSB. Under the School Reform Act (SRA), the PCSB is responsible for reviewing the fiscal management of charter schools. Accordingly, Washington Global PCS must submit an annual independent audit to the PCSB, which in turn assesses the financial well being of the school. The SRA also prescribes a review of charter schools at least once every five years to determine whether they should continue to stay open. Another component of Accountability is submission of quarterly reports and annual reports, which include governance curriculum, instruction, school climate, and assessment. The majority of these reports along with a host of others regarding service to students with special needs, English language learners, teacher quality, attendance, facility, truancy, and expulsion rates, among others, are completed and submitted to the PCSB, OSSE, and funders, including the local and federal governments. Washington Global PCS must adhere to local and federal laws and comply with all of the terms and provisions of its charter agreement.

ADMISSIONS

ENROLLMENT

Washington Global PCS is open to all sixth, seventh, and eighth grade students in the District of Columbia.

LOTTERY

Washington Global PCS participates in the common lottery through MySchoolDC.

If a student applies to Washington Global PCS after the lottery and there is still space available in the grade in which the student has applied, he or she will be accepted on a first-come, first-served basis. If there are no spaces available, then the student will be placed on the waiting list for that grade.

POLICIES AND PROCEDURES

STUDENT ARRIVAL POLICY

Class starts at 8:15 am for all students. Students should therefore arrive at 7:30am if they intend to have breakfast so that they are prepared to begin class at 8:15am.

Students must be dropped off on the School 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).

If a student is found to have an unauthorized electronic device in his or her possession, it will be confiscated by the a staff member and given to the Principal or Dean and returned to the student at the end of the school day. If the student is found a second time to have an unauthorized electronic device, the Principal/Dean will confiscate the device, but it will not be returned to the student until a parent/guardian comes to the school to retrieve it. If parents need to contact their child during the school day they may call or leave a message with the front desk staff.

Students who bring cellphones into the building, must check the phone in with the designated staff member in the morning. Cellphones are stored in a locked room until the end of the day. The cellphones are distributed at the end of the day. Students may use the office phone to call or receive a call during the school day. Washington Global is not responsible for lost or misplaced cellphones.

TARDINESS

Students are considered late if they arrive after 8:15. After 8:15 am, all students must check in with the staff member in the main office 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 Coordinator to notify parents/guardians of their students' tardiness.

Tardiness is recorded and reported to the Office of the State Superintendent of Education and the District of Columbia Public Charter School Board as it can adversely impact student performance. **Three unexcused tardies equals one unexcused absence.**

Any student that arrives to school after 8:30 without a parent/guardian or a doctor's note showing that date as the date of the appointment may be subject to an administrative conference and/or disciplinary action.

In accordance with DC law, if a student accumulates ten (10) unexcused absences from school, they must 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.

STUDENT DISMISSAL

Students may only leave with an authorized person who is listed on the student's pick up list or for which we have other specific authorization if the student is leaving before 3:45pm M,T,TH,F, or before 2:15pm on W.

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 to the front office staff, or call the front office staff.

What are Excused Absences?

- Illness or medical reason (A doctor's note is required for an absence greater than 5 days)
- Doctor's appointments or other medical reason
- Death in the student's immediate family
- 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 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 your child has five or more unexcused absences, a parent conference will be held to discuss concerns and possible consequences.

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. Students leaving before the end of the school day must be signed out in the Early Dismissal Log. *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 tardies and are reported as such.

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

At times, 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.

DISMISSAL

Students are dismissed at 3:45 (MTWRF) and 2:15pm @ If parent/guardians choose to pick their children up, they should be picked up from the designated area.¹ Students should be picked up promptly and signed out at dismissal if they are not participating in the aftercare program. 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/children up from the 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 Attendance Coordinator promptly.

LATE PICK-UP AND AFTER-SCHOOL ACTIVITIES

Students who are not picked up at 3:45pm will be required to participate in an after-school activity. After-school activities include, but are not limited to: Competitive sports, tutoring, dance, choir/music, and art. Students must choose their after-school activity group at the beginning of each quarter and remain in that activity unless permitted to change groups by the Principal. After-school activities end promptly at 5:40pm and students must exit the building at that time. If students are not picked up by 6:00pm, families will be charged a fee of \$15.00. If your child has not been picked up by 6:30pm we are required to notify Child and Family Services. Your child will be picked up by a Metropolitan Police Department officer and taken to the Child and Family Services Agency. Please make sure that you call the front office in the event of an emergency.

SCHOOL CLOSURES AND DELAYS

Washington Global PCS takes the safety of our students, staff, parents and community extremely seriously. Washington Global staff vows to make decisions in the best interest of its school community.

In general, Washington Global PCS will follow any school delay or closure decisions made by the District of Columbia Public Schools. Information will be immediately posted on the Washington Global Facebook and Twitter pages and sent out via automated message.

SAFETY PROCEDURES

In case of emergency, all students must follow the direction of the school's emergency plans, which is available in the main office and in each classroom. The school has designated a location 500ft from the school for students to evacuate in case of a fire or another emergency that warrants evacuation. During times of emergencies, scholars are required to follow all rules and regulations set forth by the school leadership and are expected to act as instructed.

Washington Global is committed to ensuring that all students are safe throughout the school day. To ensure the safety of all students and visitors, Washington Global has contracted with a security

¹ On 6th St SW in front of the driveway.

company to provide minimal security screening as the students enter the school in the morning and to monitor visitors during the school day.

Additionally, to promote a safe environment, trained security and/or designated staff at Washington Global may engage in the use of reasonable force (e.g. de-escalation or restraint) to prevent bodily injury or major property damage.

LUNCH

SCHOOL LUNCH PROGRAM

Washington Global offers standard and vegetarian lunches each day through a food service provider Revolution Foods. Washington Global is a CEP school and therefore provides free lunch to all of its students. Menus will be posted monthly on the school website. Please contact the main office with specific dietary concerns.

BRINGING LUNCH FROM HOME

Families also have the option of bringing lunch from home. We all know that our children learn better when they eat healthy, whole foods. Growing minds and bodies need plenty of fresh fruits and vegetables, healthy fats and proteins, and properly prepared whole grains. Many of our families and staff members are passionate about healthy eating habits, and Washington Global is committed to providing children with access to healthy snacks throughout the day. When preparing your child's lunch, please support our efforts to promote healthy lifestyles and sustainable living by packing healthy, whole foods. Whenever possible, enlist your child's participation in lunch preparation, and eventually, have your child to pack his/her own lunch with these guidelines in mind.

Please remember that children will not be able to keep their lunches refrigerated and they will not have access to a microwave oven.

Please mark your child's lunch containers with his/her name.

To follow applicable state and federal laws, only healthy snacks are permitted at the school. Healthy snacks include: fruit, crackers, pretzels, vegetables, and other low calorie/ low fat foods deemed appropriate by the administration. Unhealthy snacks (chips, cookies, soda, candy, etc), will be collected in the morning by security. It is the student's responsibility to pick up their snacks at the end of the day.

Washington Global PCS has students with peanut allergies at the school. If you intend to pack a product containing nuts, please inform Lynell Gray or Diana Gabriel so the operations team can implement the proper protocol. Washington Global highly discourages sending students with nuts to school due to the increased risk for allergic reaction.

MEDICATION

Being physically healthy allows children to learn more effectively. For this reason, regular medical and dental checkups are essential for your child. All Washington Global students must have a complete immunization record and physical exam form on file in the front office. Students will not be allowed to attend classes until these forms have been turned in.

Washington Global cannot guarantee the services of a full-time nurse. We will have staff certified to administer medicine to your child. If your child requires medication during school hours,

please check with the administration as soon as possible to see if it can be administered by a staff person. Otherwise, students should take all required medications at home. Students are not allowed to have medication (prescription or non-prescription) of any kind in their possession at school.

Washington Global strongly encourages families to dispense both temporary and maintenance medications outside of school hours. Ask your physician for a medication schedule that will accomplish this. In those few cases where this is not possible, please bring in the medication to the front office. The medication needs to be in the original container with the appropriate prescription label and the appropriate Student Health Authorization for Administration of Medication Form. We store the medicine in a secure location. We will administer the medication from the front desk. Please be aware the medication cannot travel back and forth to school – once it's given to us for your child's use, it must remain with us until it needs to be refilled. Therefore, we strongly encourage you to ask for two separate prescriptions when at the doctor's office with your child.

ILLNESS

In order to maintain a healthy school, parents/guardians must not send their children to school with any contagious diseases such as the flu, strep throat, chicken pox, measles, conjunctivitis (pink eye), ringworm, scabies, or lice. Students with any of these conditions will be sent home from school until they are no longer contagious. Parents must pick up their child within two hours of being notified that their child is sick with a contagious illness. Washington Global may request that the parent/guardian provide a doctor's note showing that their child is no longer contagious. Please notify the front office if you discover that your child may have been exposed to a contagious disease.

If your child is not feeling well in the morning, particularly if he or she has a fever of 100 degrees or more, do not send him or her to school. Parents/guardians should not send their children to school within 24 hours of vomiting/diarrhea or running a fever of 100 degrees or higher. Students should not return to school until 24 – 36 hours after beginning the course of antibiotics.

FIRST AID

The first-aid care the school can provide is very limited. If a child is hurt or complains of an illness, the teacher or administrator will treat simple cuts or bruises by applying a bandage or ice, but cannot administer more serious medical treatment. The front office will call the parent/guardian in the event of a more serious injury or illness and the student will be kept in the office until the parent/guardian arrives to get the child. In the event of an emergency, 911 will be called and a school staff member will accompany the child to the hospital and stay until his/her parents/guardians arrive.

INSURANCE

Students' medical needs, including those that may arise on school grounds, must be covered by parents'/guardians' insurance. Parents/guardians should notify the office if they do not have insurance for their child or have any questions about their child's insurance coverage. The school may be able to provide information to parents/guardians interested in obtaining health insurance.

MANDATED REPORTING

The safety and well being of our students is our first priority at Washington Global. Because school personnel are mandated reporters of child abuse and neglect, a member of the executive

team, mental health provider, or other staff member will call the Child and Family Services Child Abuse and Neglect Hotline if:

- A student tells a staff member that they are being abused at home, there is drug use in the home, have been sexually abused, are engaging in child pornography or prostitution, have witnessed domestic abuse, are being threatened at home, or do not want to go home because they are afraid.
- A student threatens suicide or threatens to kill or seriously harm another person.
- A staff member sees physical signs of abuse such as bruises, burns, fractures, etc.
- A staff member notices signs of neglect including lack of basic food and clothing, inappropriate hygiene, lack of appropriate supervision, lack of medical treatment, or the child is residing in an inappropriate or dangerous environment.
- A student is engaging in risky behavior (including sexual behavior, drug use, etc.) and the parents are not able to or unwilling to intervene.
- A student has 10 or more unexcused absences or an extreme tardy problem.
- A student is being kept from school to care for family members or to do chores or work around the house.
- A student is not attending school because they are holding a job.
- Parents are repeatedly not returning phone calls, responding to notes or letters home, or are not coming up to school for meetings.
- Parents have withdrawn a student and fail to provide documentation of enrollment in another education institution within 10 days.

CLOTHING GUIDELINES

Washington Global PCS has a dress code that must be followed by students.

Guidelines: Green collared shirts for sixth graders, royal blue collared shirts for seventh graders, and navy collared shirts for 8th graders. Students must wear khaki or tan pants, shorts, or skirts that meet the uniform requirements below.

All students are required to wear their Washington Global uniform Monday through Thursday. On Friday's students have the option of wearing their Washington Global uniform *or* a college/university shirt/ PE wolf shirt with khaki pants/skirt. The dress code requirements provided below apply to students Monday through Friday.

Specific dress code requirements include:

1. Uniform shirts must be tucked in at all times;
2. Shoes that are closed toe and closed back are to be worn at all times. No slippers/house shoes/slides or shoes with high heels (this includes wedges) are allowed. Students must have proper shoes for PE (Crocs, Toms, Uggs and ballet flats are not proper shoes.) Students are required to wear shoes at all times for health and safety reasons;
3. Abusive, suggestive or profane language; symbols of illegal substances; or any other words, symbols or slogans that disrupt the learning environment may not be worn on clothing or jewelry;
4. Clothes must conceal undergarments at all times. Uniform shirts must not be altered in any way;
5. Pants worn below the waist or showing clothing/underwear beneath the main outerwear are not permitted. No sagging pants are permitted. Pants must stay up without assistance – if a student has to hold the waistband while walking to keep your pants on, his or her pants do not fit;
6. Shorts/skirts above the fingertips when standing erect with shoulders relaxed. This means

shorts, skirts, and dresses must be no more than approximately 2" to 3" above knee length;

7. No hats, hoods, sunglasses, or beanies may be worn indoors for both boys and girls. Head-coverings of any other kind (bandanas, do-rags, hair wraps) are not allowed unless approved by the Principal for religious or medical reasons;

8. Dress, accessories and jewelry which contain obscene symbols, sexual innuendo, tobacco, drugs, signs or slogans, and/or which slur or degrade on the basis of race, religion, ethnicity, sex, disability or sexual orientation and impose a threat of imminent violence or disruption to the orderly operation of the school shall not be worn;

9. No chains of any kind are permitted (wallet, spiked, studded, bike)

10. Jackets and sweaters will not be permitted to be worn in classrooms or tied around the waist. All clothing outside of the approved school uniform must be placed in individual student lockers upon entering the building. During colder months, students are permitted to wear long sleeve polos of their designated uniform color or a long sleeve shirt under their collared shirts.

11. Jeans are NOT a part of the school uniform. Any student that reports to school out of uniform is subject to disciplinary action and may be sent home for the day.

A student found to be wearing inappropriate clothing will be asked to change or remove the item and be given an opportunity to do so. Should the student not be able to change or remove the item, clothing may be provided by the school (if available.) Students who fail to cooperate will be referred to the Principal. Any student not complying with the direction of the administrator may be considered insubordinate and subject to appropriate disciplinary action per the Washington Global School Culture and Student Discipline Code. A school administrator has the discretion to enforce additional requirements in order to maintain a safe and secure environment. ***Please note that students are expected to come in uniform every day. Continued refusal to wear the appropriate school uniform will result in disciplinary actions.***

In the course of the year, Washington Global may determine that new fads and modes of dress are disruptive to a safe and orderly learning environment. For example, certain accessories or styles may be gang-related, or may convey non-verbal messages that are inappropriate for schools. The dress code may be adjusted accordingly.

BEFORE / AFTERCARE

Washington Global PCS offers after-school services intended to provide parents with a free care option while providing additional enrichment activities for students. To participate in before/aftercare, students must be officially registered. To register students, please fill out the Before/Aftercare agreement and return it to the main office.

Before care begins at 6:45am daily. Aftercare takes place Monday through Friday until 5:40pm. Please note that the school assesses a fee of \$15.00 for students picked up after 6:00pm. Please note that MPD/ CFSA will be called for students who are not picked up by 6:30pm when the building closes to make sure that students are safe.

BEHAVIOR IN BEFORE AND AFTER CARE

Students are expected to abide by the same policies and expectations in before- and after-school programs as policies for the regular day. If a student does not abide by the after-care behavior policies, they may be prohibited from participating in after care.

AFTER SCHOOL EXPECTATIONS AND POLICIES

- Applications to enroll in before- and after-school programs must be filled out during the first two weeks of school and the first two weeks of the Spring semester.
- Spots are filled on a first come first serve policy.
- Physicals are required yearly.
- Student suspensions apply to both normal school day and afterschool.
- Although after-care is free, fees for transportation and special programs may apply. This will be assessed and communicated to parents/guardians on a case-by-case basis. Some fees may apply for specific programs.

ACADEMIC CURRICULUM

INTERNATIONAL MIDDLE YEARS CURRICULUM

The International Middle Years Curriculum (IMYC) is an international curriculum that is used in middle schools around the world. The IMYC integrates findings from neuroscience and cognitive psychology to offer an interactive, stimulating, project-based curriculum delivered through targeted thematic units. The IMYC provides the framework for such themes to be woven into the students' English Language Arts (ELA), science, art, social studies, ICT (Information and Communications Technology), and physical education curricula.

Project-based learning (PBL), which has been found to foster middle school students' academic independence, problem solving and critical thinking skills, is a fundamental component of the IMYC. PBL will be infused into all academic areas and benefit all students' critical thinking skills. It will also be used to differentiate instruction for students who require more support, such as students with special needs, and those who are gifted in a given subject area.

Washington Global's program also includes project-based learning, small learning communities, technology instruction, and foreign language classes in Spanish. We strive for all of our students to be healthy and active through our nutrition, physical education, and athletic programs. We will also serve as a community school that promotes local engagement and service-learning for our students.

Student laptops are an important part of the Washington Global learning process. All students have access during the school day to a laptop computer. Students are to use the laptop computer in the school building. Students may be restricted from using a laptop computer if school policies are not followed.

EVERY STUDENT SUCCEEDS ACT (NO CHILD LEFT BEHIND)

The Every Student Succeeds Act (No Child Left Behind) requires school districts that receive federal Title 1 funding to notify parents of their right to the professional qualifications of the classroom teachers who instruct their child. As a potential recipient of these funds, Washington Global will provide you with this information in a timely manner if you request it. Specifically, you have the right to request the following information about each of your child's classroom teachers:

- Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects he or she teaches

- Whether the teacher is teaching under emergency or provisional status because of special circumstances
- The teacher's college major, whether the teacher has any advanced degrees, and the field of discipline of the certification of degree
- Whether paraprofessionals provide services to your child and, if so their qualifications

Washington Global is committed to providing quality instruction for all students and does so by employing the most qualified individuals to teach and support each student in the classroom. If you would like to receive any of the information listed above for your child's teacher, please contact the Principal.

Title I also enables children to receive free or reduced lunch. Please see the Main Office for guidelines.

COMMON CORE STANDARDS

The District of Columbia has adopted the Common Core Standards; a set of high-quality academic standards in mathematics and English language arts/literacy (ELA). These learning goals outline what a student should know and be able to do at the end of each grade. The standards were created to ensure that all students graduate from high school with the skills and knowledge necessary to succeed in college, career, and life, regardless of where they live. Forty-four states, the District of Columbia, four territories, and the Department of Defense Education Activity (DoDEA) have voluntarily adopted and are moving forward with the Common Core.

As part of the Common Core Standards, all students at Washington Global will be administered a standardized state-wide assessment, which is mandatory for all students. Please contact the Principal for more information on this assessment.

STUDENT PROMOTION POLICY

Student promotion will be based on a multitude of factors to ensure that a comprehensive picture of students' academic development is considered. The subject area teachers will make a recommendation for each student's promotion based on, but not limited to, the following criteria:

- Student Portfolios
- Grades
- Attendance
- Observations
- Standardized Assessments
- Performance on Internal Formal Assessments in Literacy and Mathematics

Student Portfolios. Washington Global will measure student progress using a growth model. Instructional staff will collect student work samples throughout the year that will be compiled in each Student Portfolio. Student Portfolios will be evaluated at the end of the school year for student growth. Students must make demonstrated progress as defined by student growth trajectory.

Grades. Grades will also be used in conjunction with the Student Portfolios to determine promotion. Students must be performing above, at, or near grade level, particularly in Literacy and Mathematics. Additionally, students who have made progress towards grade-level performance, particularly in Literacy and Mathematics, will be eligible for promotion. Washington Global will implement the following grading scale:

A+	98 - 100
A	93 - 97
A-	90 - 92

B+	87 - 89
B	83 - 86
B-	80 - 82
C+	77 - 79
C	73 - 76
C-	70 - 72
D+	67 - 69
D	63 - 66
D-	60 - 62
F	0 - 59

Attendance. Washington Global will promote high levels of attendance and establish a low threshold for student absences and tardiness. Students with chronic absenteeism and tardiness may be found ineligible for promotion according to the guidelines issued by DC's Office of the State Superintendent of Education (OSSE). Washington Global will make personal contact with the parent of a student each time the student has 1 unexcused absence or 5 or more excused absences. There will be a continuum of school policies and services for absenteeism including supports, incentives, intervention strategies, and consequence for absenteeism at the onset and when chronic absenteeism continues. Out of school suspensions and expulsions will not be used to address absenteeism because the goal is more classroom participation time, not less.

Observations. Students will be observed on an ongoing basis by their teachers, Instructional Coaches and Principal. The results of these observations will be recorded and utilized as necessary.

Standardized Assessments. Student achievement on standardized assessments will be considered when deciding whether a student should be promoted. These assessments may include the PARCC and NWEA MAP.

Performance on Internal Formal Assessments in Reading and Mathematics.

Students will be assessed in Reading and Mathematics through internal formal measures to help monitor their growth. The results of these assessments will be used when determining student promotion.

Teachers and the Academic Leadership Team will monitor students' performance throughout the year. Students will also be actively involved to take responsibility for their own learning. Teachers will meet with parents at the end of each quarter to discuss their child's performance, including Student Portfolios and Grades. There will be ample, ongoing opportunities to discuss the possibility of promotion/retention. If a student is at risk of being retained, the Instructional Coach will design a plan of support and intervention immediately with the Student Support Team, as part of Washington Global's RTI plan. The Principal ultimately makes the decision to promote a student based on a combination of these performance levels.

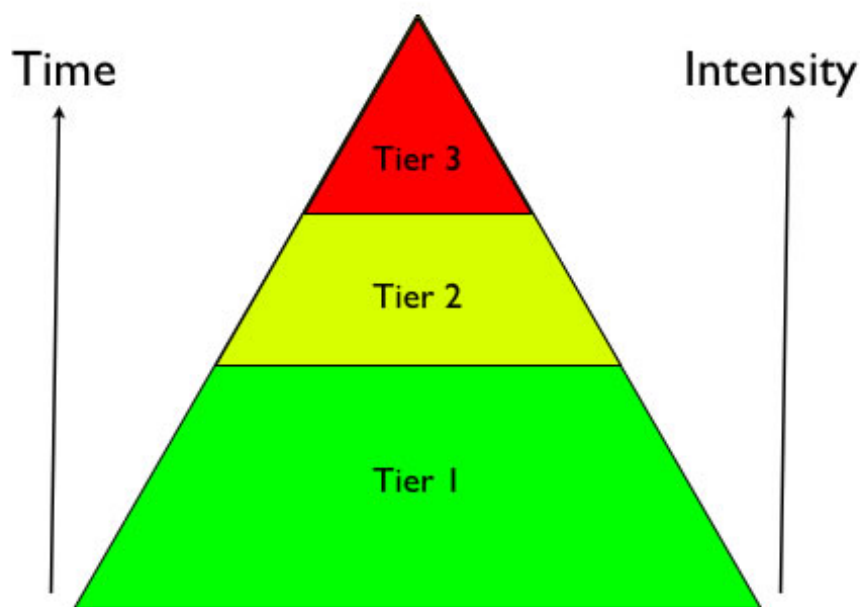
STUDENT SERVICES

RESPONSE TO INTERVENTION

Washington Global will implement Response to Intervention (RTI), a fundamental component to an effective Child Find system. It is essential for identifying students with disabilities, and also as a multi-level system that prevents students from being identified as having disabilities. The federal law, the Individuals with Disabilities Education Act (2004) states that a school "may use a

process that determines if the child responds to scientific, research-based intervention as part of the evaluation procedures..." (Section 1414(b)(6)).

Washington Global implements the principles of the U.S. Department of Education's Response to Intervention (RTI) technical assistance center and uses the following three-tiered RTI framework:



(Retrieved from RTIresources.org)

Tier 1 consists of general instruction and the *systematic* screening of all students through an academically rigorous curriculum and implementation of curriculum-based measures, interim assessments, and state-wide standardized assessments (PARCC). Students who exhibit issues with the Tier 1 curriculum, as determined by scoring in the bottom 25% of PARCC assessments and benchmark assessments administered every eight weeks, and/or classroom IMYC and CCSS curriculum-based assessments, will advance to Tier 2. Tier 2 consists of *small group* instruction, which will be administered during the morning Learning Labs block at a frequency determined by the student's need. Tier 2 instruction will occur daily and include three, research-based, intensive programs discussed in Section 3d: *Spell Read*, *Curriculum Based Interventions*, and the University of Kansas SIMS *Fusion Reading* program. Within Tier 2, students will be systematically monitored for academic progress through curriculum-based measures corresponding to the three intervention programs. Additionally a Student Support Team (SST) consisting of an administrator, a core subject general education teacher, and a student support staff member will be involved in this process.

If progress is not made, students will be moved to Tier 3 and receive more intense individualized interventions tailored specifically for the individual student and will be considered for referral to special education based on his or her progress. The Principal, Special Education Coordinator, and the Instructional Coach will oversee RTI implementation and refer any students who do not respond to Tier 3 interventions for consultation and potential evaluation for special education services. It should be noted that a parent can request an evaluation for special education at any point during the process.

Please note that as part of a student's RTI program, he or she may be asked by the school's administration to attend an Extended School Year in two weeks over the summer for increased intervention. The student's parent/guardian will receive a phone call or email from the school's administration or instructional coach to notify parents/guardians of this.

SPECIAL EDUCATION

If a student is referred for special education evaluation because of a suspected disability, the multi-disciplinary team (MDT)² will study *multiple* forms of data to ensure that a full, accurate picture of the whole child is analyzed. The MDT includes an LEA representative, applicable related service providers, a special educator, and a general educator. This is imperative to ensure that a nondiscriminatory evaluation, conducted in the child's native language is carried out. Per federal and state law, the MDT will consist of school professionals with knowledge of the student and at least one professional with knowledge of the suspected disability. The multiple forms of data will include:

- Valid and reliable norm-referenced evaluation tools administered in the student's native language by a trained professional. The evaluation tools will be specific to the student's suspected disability;
- Classroom-based formative and summative assessments and work samples (IMYC, Common Core, etc);
- Classroom observations and teacher/parent interviews;
- A comprehensive social history;
- A review of the student's school records.

Once the MDT completes its comprehensive evaluation of the student's data, it will determine whether a student meets one of the thirteen disability categories established by IDEA (2004) using OSSE and federal guidance. If the student is eligible for special education services, an Individualized Education Program (IEP) will be developed to provide the student with academic and other required related services. If the student is not eligible for an IEP per the guidance set forth by the IDEA, the MDT will determine whether a student is eligible for services under Section 504 of the Rehabilitation Act.

All Washington Global students with disabilities who qualify for services under the Individuals with Disabilities Education Act (IDEA, 2004) will receive a free appropriate public education (FAPE) as set forth in the law. This will consist of individualized academic services and related services that address each eligible student's unique needs. All students with disabilities will have a valid and appropriate IEP in place, an annual meeting to review each student's IEP, and a re-evaluation at least once every three years. The IEP will include the student's academic and related services, goals, the student's services hours, placement, and supports and accommodations. To comply with FAPE, Washington Global will also ensure that all students with disabilities have access to a continuum of services in the Least Restrictive Environment (LRE), meaning that whenever appropriate, students with disabilities will be educated in the general classroom setting with appropriate services and supports.

RELATED SERVICE PROVIDERS

When necessary, Washington Global will use the services of outside agencies to provide qualified staffing for necessary services outlined in a student's IEP. These related service providers may

² Per the law, the MDT will consist of at least one special education teacher, one general education teacher, related service provider(s) (if applicable), a parent/guardian, and an LEA representative.

include, but are not limited to: counselors, behavior specialists, speech/language therapists, and occupational therapists.

SCHOOL CULTURE AND STUDENT DISCIPLINE

School Culture

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

According to its mission, Washington Global will always:

- Honor individual differences;
- Create 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.

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

Student Discipline Plan

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

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

I. Level One Procedures and Related Consequences

Level one offenses include student actions that impede orderly classroom procedures, or interfere with the orderly operation of the school. These are disruptive to a normal teaching situation. Such actions should be handled by the individual classroom teacher, or appropriate staff member, and only rarely require the intervention of the Dean of Student Affairs or another administrator. There should be immediate intervention by the staff member who is supervising the student and observes the actions and the teacher should contact the parent/guardian after each action. Repeated actions of behaviors rarely, but may raise the offense to a higher tier. Classroom teachers are required to maintain a detailed, proper and accurate written record of the offenses and disciplinary actions and report. If persistent misbehavior continues (two or more actions), the teacher should contact the Dean and parent/guardian about the student's actions. This contact must be noted on the written record and include the date of the parental contact. The teacher/appropriate staff member has the discretion of using any of the disciplinary options/responses available.

Examples of Level One Behaviors	Appropriate Responses
<ul style="list-style-type: none"> • Classroom disturbance (e.g. Talking loudly, getting out of seat without permission, off-task behavior) • 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 in common areas • 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 	<p>If a student chooses to behave in such a way that results in a Level One infraction, the teacher/appropriate staff member will utilize the PowerSchool Classroom Infraction Report (PCIR) to input information about the student's behavior. PCIR will be utilized throughout every level of the discipline policy.</p> <p>Additionally, the teacher/ appropriate staff member will engage in one or more of the following actions:</p> <ul style="list-style-type: none"> • Telephone call from teacher to parents • Personal talk with student • Written communication to parents • Suspension of classroom privileges not related to academics • Parental conference • Special assignment • Note in planner • Time out (in room) • Verbal reprimand • Referral /Detention (if behaviors continue) • Seating change • Time out with another teacher • Schedule modification • Loss of extracurricular/ outdoor activity • Behavioral contract • Parent signature on violation notice returned to school • In-School Disciplinary Action (recommended by any administrator) • Other responses deemed appropriate by the administration that fall within similar parameters as the above

II. Level Two Procedures and Related Consequences

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

To address Level Two offenses, the teacher is required to transmit the referral form to the Dean of Student Affairs for disciplinary action with copies of written record of prior offenses and parental contact. The Dean then meets with the student and institutes the most appropriate response and the teacher is informed of the Principal's action. If the Principal or teacher requests a further conference on the student's problem, a meeting will be held to discuss the issue and an accurate record of the offense and the disciplinary action taken is maintained by the administrator and

kept in the student's file.

Examples of Level Two Behaviors	Appropriate Responses
<p>Continued defiance when given directives Unexcused school tardiness Cheating/Plagiarism Lying to authority figures Theft of personal property (under \$100.00) Tardy to school Truancy Minor defacing of school property Insubordination Written or oral abusive language (constant) Disrespectful or obscene language and/or gestures Inappropriate or disruptive physical contact (Pushing/shoving, horseplay) Disruptive apparel Noncompliance with bus/metro rules Noncompliance with arrival & dismissal rules Noncompliance with computer rules Noncompliance with dress code/uniform policy Unauthorized use of portable devices (mp3, iPod, cell phone) Cutting class Leaving class or designated location without permission Falsification of records, excuses, passes, schedules, etc. Other actions deemed to fit the definition of a Level Two offense by the school administration</p>	<p>If a student chooses to behave in such a way that results in a Level Two infraction, an Office Discipline Referral (ODR) form will be completed and the student will be referred to an administrator's office. If a student's behavior becomes so defiant that the teacher is unable to conduct class, the Dean or another administrator will be notified immediately.</p> <ul style="list-style-type: none"> • Verbal redirection or reprimand • Teacher/ student or administrator/ student conference • Withdraw of extracurricular privileges • In-School disciplinary action • Student-Principal conference • Referral for Administrative Reflection (AR)³, or increased number of days in "AR" if student was already engaged in this process and parent contacted • Administrator-Parent telephone conference • Referral to counseling services (school or outside) • Parent-Student-Administrator conference • Conflict resolution session • Behavioral contract • Detention (before or after school) • Other responses deemed appropriate by the administration that fall within similar parameters as the above <p>The School-wide Positive Behavioral Interventions and Supports (SWPBIS) team will be asked to intervene for those students who continue to exhibit inappropriate behaviors and who are unable to follow school wide expectations and rules. An FBA/BIP will be prepared.</p>

III. Level Three Procedures and Related Consequences

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

In response to Level III behaviors, the Principal 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

³ Administrative Reflection (AR): Provides a smaller environment for students to complete work with a certified administrator and/ or teacher and therefore will remain in the school environment.

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 Level 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>Bullying⁴</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>Unlawful harassment</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>Sexual harassment</p> <p>Noncompliance with bus/metro rules</p> <p>Noncompliance with arrival & dismissal rules</p> <p>Threatening to fight</p> <p>Engaging in sexual acts on school premises or at school related functions*</p> <p>Forgery</p> <p>Gambling</p> <p>Possession of combustibles</p> <p>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 internet or sending material electronically (ie. via email, cell phone, social media)</p> <p>Failure to report to Principal's Office when sent by a staff member</p> <p>Other student actions deemed to be the equivalent of Level Three</p>	<ul style="list-style-type: none"> • Student-Principal Conference with parent/guardian • Saturday School • On-site Administrative Reflection (AR) with provision of appropriate intervention services AND parent contacted • External suspension 1-2 days AND parent contacted • External suspension 2-5 days, parent conference, may warrant recommendation for mental health counseling intervention <i>*denotes more severe Level III offenses that may warrant this response</i> • Calling police (if breaks law) • Other appropriate response by administrator for misbehavior <p>In combination with one or more of the following supportive services:</p> <ul style="list-style-type: none"> • FBA/BIP/ Behavior Contract Development • Referral to SWPBIS team • Referral to outside counseling services • Principal/student conference

⁴ Bullying is defined as unwanted, aggressive behavior exhibited by a student(s). The behavior is repeated, or has the potential to be repeated, over time. Bullying includes actions that include, but are not limited to making threats, spreading rumors, attacking someone physically or verbally. It includes these actions conducted on Internet/social media platforms (e.g. cyber-bullying).

IV. Level Four Procedures and Related Consequences

Level 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 school (short or long term) and/or the intervention of law enforcement authorities. Level III behaviors that are persistent, especially those marked with a *, could rise to Level IV, but only in rare instances.

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.

Examples of Level Four Behaviors	Appropriate Responses
<ul style="list-style-type: none"> • Damage or Theft (felony >\$300.00) • Arson * • Extortion • Vandalism (causing damage to student or school property) • Bomb threat* • Incite to riot • Possession/use/transfer of dangerous weapons* • Assault/battery • Sexual violation/sexual misconduct • Sexual battery* • Serious acts of vandalism • Serious lewd or lascivious acts • Violation of drug and alcohol policy • Threatening an adult • Possession/use/transfer of weapons (gun, knife, blade, mace)* • Selling and/or distribution of drugs/ alcohol (automatic 3rd referral consequence) • Participation in boycotts, walkouts, sit-ins • Commission of an off campus felony that has been deemed, by the administration, to be detrimental to the learning environment • Discharge of firecrackers on school grounds * • Possession of a weapon according to the requirements of the Gun-Free Schools Act⁵ or replica or imitation of a weapon (including water guns), or authentic weapons not included in the Gun-Free School's Act deemed by administration to pose a danger to the school community* • Possession and/or usage of marijuana and/or any other illegal paraphernalia or any attempt to distribute any of these items • Fighting which creates substantial risk of or results in major* injury • 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>(Major *)</p>	<p>Students who engage in Level Four behaviors will immediately be removed from class/common areas with other students to maintain a safe environment. An Office Discipline Referral (ODR) Form will be completed and the student will be referred to the Principal's Office.</p> <ul style="list-style-type: none"> • Suspension: <ul style="list-style-type: none"> • External suspension 1-2 days AND parent contacted • External suspension 2-5 days AND parent conference • External suspension 5-9 days only <i>for persistent level four behaviors or those marked with a*</i> • Notification and/or requested intervention of law enforcement agencies • Expulsion (persistent actions denoted with an *, or violations of 20 U.S.C. § 7151) • Other School Leader action <p>In combination with the following supportive measures:</p> <ul style="list-style-type: none"> • Recommendation for Mental Health provider intervention • Saturday School • Development of an FBA/ BIP <p>The School-wide Positive Behavioral Interventions and Supports (SWPBIS) team will be asked to intervene for those students who continue to exhibit inappropriate behaviors and who are unable to follow school wide expectations and rules.</p> <p>(When the school-based investigation determines that a Level Four Infraction has taken place, law enforcement may be notified depending on the severity of the infraction).</p>

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

- According to the student discipline policy, the Principal will determine whether a student receives an external suspension and the length of the suspension.
- The Principal meets with the student and makes telephone contact with the parent/guardian of the student to explain the actions of the student and the disciplinary actions taken.
- The Principal then prepares a formal letter outlining the students' actions and the response of the school. The letter is sent home to the parent.
- Prior to or following the suspension, the Principal will call for a meeting with the parent/guardian to discuss the student's actions. For long-term suspensions, the Principal will follow the same protocol and will also attend the meeting.

⁵ Federal law requiring states to have a law in place requiring the Expulsion of a student who is found to have brought a firearm to school, 20 U.S.C. § 7151.

- At any time, parents can request a meeting with the Principal to review the suspension determination and file a grievance with Washington Global's Board of Trustees following the grievance protocol outlined in the handbook.

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

- The Principal will provide written notice of the 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, 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 school will provide written notice of their final determination to the parent/ guardian within three (3) business days of the hearing. The student will be placed on suspension and can continue to receive schoolwork until a determination has been made regarding the recommended expulsion.
- If the hearing officer determines that an expulsion is not warranted, then the student can return to school immediately.
- A student who is expelled may not apply for readmission into Washington Global.
- The parent/guardian can also file a grievance with Washington Global's Board of Trustees following the appropriate grievance policy steps outlined in this handbook.

Students awaiting their hearing determination must arrange a time with the Principal to pick up their missed work.

NOTE: Students sent to the Principal's Office via a referral (Level Two or above) will remain in the Principal's Office or 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. All referrals will be sent home for a parent or guardian signature. ?

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 inconsecutive 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.

Locker Search Guidelines

In the rare instance that a locker search must occur to protect the safety of the student body, Washington Global will abide by the following guidelines:

- The student's locker is the property of the school. The administrators will have a master key for each locker.
- Locker searches must take place in the presence of a school administrator and at least one other staff member.
- The parent(s) or guardian of a searched student will be notified as soon as possible to inform them that a search is about to or has just occurred.
- All items that are the object of a search and unlawful items found during the search will be seized by the school administrator.
- MPD will be contacted if warranted.

BULLYING POLICY

Washington Global PCS has adopted the District of Columbia Office of Human Rights District Wide Bullying Prevention Policy. A copy of the policy can be obtained from the office or found online at <http://ohr.dc.gov/bullyingprevention/policy>.

PARENTAL GRIEVANCE POLICY

Washington Global is committed to creating the strong family-school relationships essential to the success of each student and to our school as a whole. On the occasion that parents wish to make a complaint, we have established the following grievance protocol to solve disputes or complaints in a fair and prompt manner. Notably, the formal procedures described below may be implemented only *after* the parties have engaged in an earnest attempt to resolve 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.
2. If parent(s) conclude that the initial response/course of action was insufficient, a meeting may then be scheduled with the Principal or another applicable administrator. Prior to the scheduling of any such meeting, parent(s) must first provide the administrator with a Grievance Letter that identifies: (a) the issue/ concern/ complaint; (b) what steps have been taken to resolve the situation; and (c) proposed solutions. The administrator will attempt to respond to all Grievance Letters within 10 days of their receipt.
3. If parent(s) conclude that the initial response/course of action was insufficient, a meeting may then be scheduled with both the Principal and CEO, following the same steps outlined in Step 4.
4. If a resolution cannot be reached through a discussion with the Principal and CEO, parent(s) may submit a formal Parental Grievance Packet to the Washington Global Board. This packet must include the information and materials discussed below.

PROCESS FOR BOARD REVIEW OF PARENTAL GRIEVANCES

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

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

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

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

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

PARENT INVOLVEMENT

Washington Global is a community school working to provide a high equality experience for all of its members. As the adult members of our community, parents and guardians have the responsibility of protecting and nurturing the children. To this end, there are four ways by which parents and guardians are asked to participate in their child's education at Washington Global and we expect families to participate in all four activities.

- Participation in the Washington Global Parent Teacher Organization (WGPTO)
- Family education nights and informational meetings (including parent teacher conferences)
- Volunteer service to the school
- School community events
-

If at any point, a parent or guardian would like to schedule a meeting with a member of the administrative team, appointments can be made by contacting Ms. Gray or Ms. Gabriel in the front office. Administrators will rarely be available for walk-in conferences due to previously scheduled meetings and school related duties. We want to ensure that parents are involved in every step of the educational process, therefore it is imperative that appointments are scheduled in advance.

FAMILY TEACHER ASSOCIATION

The Washington Global Parent Teacher Organization (WGPTO) serves as a critical link between families and the school. The FTA will also sponsor school-wide activities, create opportunities for family members to volunteer at the school, and help to access community resources for the school.

The objective of the WGPTO is to foster a constructive relationship between parents and the school, to create a partnership which helps the school to listen to and deal with parents' concerns, and for parents to learn more about what they can do to help the school and improve their children's education. While it is important to remember that the WGPTO does not necessarily represent the views of all parents, it shall be a forum for communication and a basis for partnership between parents and the school. In order to achieve this aim the WGPTO shall:

- a. Promote good relations between and integration among its members;
- b. Develop debate on educational matters among its members;
- c. Communicate parents' views to the school in general matters relating to children's education and well-being; and
- d. Participate, sponsor, and/or promote cultural, social, sports, leisure and other activities in order to improve relations between its members and to raise funds for charitable endeavors and school projects.

FAMILY EDUCATION

The teachers and staff will hold family education nights in the evenings where teachers, staff, and family members will come together to discuss Washington Global's academic and extracurricular programs, the work your children are doing in the classroom, and strategies for continuing this

work at home. These events will provide a great opportunity for parents to get to know one another and gain additional insight into Washington Global's teaching methods.

Washington Global is also committed to providing resources for its families. Washington Global has purchased laptops for parents to come to the school between the hours of 7:45am and 4pm to use. The laptops have access to the Internet and have GED prep software to support parent/family education. Please stop by the main office to check out a laptop. Laptops may be used in the reception area or commons areas.

SERVICE TO THE SCHOOL

Washington Global families are encouraged to support the school through service activities. Service activities could include: volunteering at the school, chaperoning field trips, or planning a student-focused fundraiser (e.g. bake sale).

NOTIFICATION OF RIGHTS UNDER FERPA

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

1. The right to inspect and review the student's education records within 45 days of the day the School received a request for access. Parents of eligible students should submit to the School principal (or appropriate school official) a written request that 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.

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

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

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

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

NOTIFICATION OF RIGHTS UNDER PPRA

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

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

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

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

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

Inspect, upon request and before administration or use:

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

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

Washington Global has developed and adopted policies regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Washington Global will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Washington Global will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for

the parent to opt his or her child out of participation of the specific activity or survey. Washington Global will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

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

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

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, 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, the Principal, the Attendance Counselor, the Special Education Coordinator (for SPED files), and the Chief Student Affairs Officer. 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.

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ACKNOWLEDGEMENT FORM

I hereby acknowledge that I have received a copy of the Washington Global PCS Family Handbook. I will read the Handbook prior to the first day of school. I acknowledge that I have access to and can obtain a copy of the Handbook for review at any time. I understand and agree that it is my responsibility to familiarize myself with and abide by the policies set forth in the Handbook, and I consent to the provisions and policies described in the Handbook. Furthermore, I understand that if I should have questions or concerns regarding the Family Handbook, I should contact the Principal.

Student Name (Printed)

Parent/Guardian Name (Printed)

Parent/Guardian Signature

Date