



Washington
Global
PUBLIC CHARTER SCHOOL

Student & Family Handbook

525 School Street, SW
Washington, D.C. 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, families, and staff involved in the school community. We know that this year might be different than in past years, but we are very optimistic that our students will continue to receive a top-tier Washington Global education!

Washington Global Public Charter School (Washington Global) is a community school, open to all middle school students in Washington, D.C., 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 further 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 STEM instruction;
- 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 who are ready for high school, college, and careers.

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About Washington Global PCS

Washington Global Public Charter School (Washington Global) is an award-winning, tuition-free middle school open to all students in Washington, D.C. 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 and Korean. We strive for all 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.

Washington Global offers an engaging, internationally-minded academic program. Students explore the world around them in their Global Citizenship course through the International Middle Years Curriculum (IMYC). Students also have the opportunity to learn foreign languages and engage in exciting real-world learning opportunities. Students are prepared for high school and beyond through the school's rigorous Common Core State Standards (CCSS) aligned curriculum.

Washington Global is a charter school founded in Washington, D.C. in 2014 by D.C. 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, D.C. that needed more high-quality middle schools. Our founders, executive team, and staff have years of experience in urban schools, particularly in Washington, D.C.

The school has a cutting-edge technology program, which will enable students to engage in innovative learning in-person and virtually. Washington Global is also committed to serving our students beyond the school day. We currently offer free after school care and innovative after school activities.

We are committed to serving the entire school community and fostering active parent and guardian engagement.

We offer a variety of parent and family programs.

Location

525 School Street SW

Washington, D.C. 20024

Phone: 202-796-2415

Email: info@washingtonglobal.org

Nondiscrimination Policy

In accordance with Title VII 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 Title VII of the Civil Rights 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©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 and Korean. 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 D.C. Public Charter School Board (PCSB), the sole authorizer within the charter sector of Washington, D.C.

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.

Staff Members 2023-2024

School Leadership

Elizabeth Torres, Ed.D.
Co-Founder, CEO

eltorres@washingtonglobal.org

Howard Mebane

Principal

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Diana Gabriel

Director of Operations

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Omolara Magassouba

Director of Intervention

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Instructional Leadership

Modestine Davis

Director of Curriculum and Instruction

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Victoria Makell

Instructional Coach

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Business and Operations Management/Technology Team

Lynell Gray

Business and Facilities Manager

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Alexis Levien

Development and Special Projects Associate

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Tia Beaubrun

Operations Assistant/Dedicated Aide

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Student Support

Malene Kambon
Dean of Students
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Fred Loran
Dean of Culture
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D’Vore Brittingham
SPED Coordinator
dbrittingham@washingtonglobal.org

Shannon Palka
ELA Curriculum Specialist and Instructional Coach
spalka@washingtonglobal.org

Instructional Staff

<i>English Language Arts</i>	Andrea White	Jua Fletcher	Ayana Dread
<i>Mathematics</i>	Deloris Berry	Keiorah Greene	Hunter Pearce
<i>Science</i>	Meaghan Thomas	Shalonda Hutchins	
<i>Social Studies</i>	Kiara Roberson	Noah Martini	
<i>Literacy</i>	Nylea Bivins	Angela Moten	
<i>Physical Education</i>	Michael Jean		
<i>High School Placement and Recruitment</i>	Astarsia Young		
<i>Spanish</i>	Lizeth Saavedra		
<i>Special Education</i>	Angela Moten	Sandra Barton	Narenta Summers
<i>Para-Professionals/Assistant Teachers</i>	Kevin Smith	Andre Priester	

School Hours

Academic Day: Monday, Tuesday, Thursday, Friday: 8:15am-3:35pm

All students should arrive at school between 7:50 am-8:10 am daily.

*The first period of the day begins promptly at 8:15am

Academic Day: Wednesday: 8:15am-2:15pm

*Dismissal time on Wednesday is at-2:15pm (Washington Global operates on an abbreviated schedule on Wednesdays).

The main office will be open for phone calls from 8:00am-5:00pm daily.

Washington Global PCS Calendar

Washington Global students will be in session beginning August 28th, 2023, 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.

WASHINGTON GLOBAL PCS CALENDAR 2023-2024			
Washington Global will be in session beginning August 21, 2023 and will follow the daily schedule. School will be in session except for the days outlined in the calendar below. Specialty events are listed below.			
August	September	October	November
Wed 16th: New Teacher Training Fri 18th: Returning teachers begin Mon 21st: First day of school for 6th graders (12pm dismissal) Mon 28th: First day of school for 7th and 8th graders	Fri 1st: 2:15pm dismissal, no aftercare Mon 4th: Labor Day (closed)	Mon 9th: Indigenous Peoples' Day (closed) Fri 20th: Parent-Teacher Conferences (no students)	Fri 3rd: End of Q1, PD Day (no students) Fri 10th: Veteran's Day (closed) Tues 21st: 12:00pm Release for Students, no aftercare Wed 22nd-24th: Thanksgiving Break (closed)
December	January	February	March
Fri 22nd: Winter Break begins (closed)	Thurs 4th: Students Return Mon 15th: MLK Jr. Day (closed) Fri 26th: End of Q2, PD Day (no students)	Fri 16th: Teacher Work Day (no students) Mon 19th: President's Day (closed) Tues 20th: No School (closed)	Fri 15th: Parent-Teacher Conferences (no students)
April	May	June	July
Mon 1st: Staff Work Day (no students) Fri 5th: End of Q3 - 2:15pm Release for Students Fri 12th: No School (closed) Mon 15th - 19th: Spring Break (closed)	Fri 24th: No School (closed) Mon 27th: Memorial Day (closed)	Fri 14th: Last Day of School Mon 17th: End of Q4 (no students); Snow Day if Needed Wed 19th: Juneteenth (closed)	<i>Extended school year sessions TBD</i>
<ul style="list-style-type: none"> LEA certifies that calendar contains 180 school days School hours: M, T, R, F: 8:15am-3:35pm, W: 8:15am-2:15pm 			

Daily Bell Schedule

Washington Global has classes Monday-Friday. Below is the bell schedule for all classes on Monday, Tuesday, Thursday, and Friday for Semester 1 and Semester 2.

Monday-Tuesday-Thursday-Friday. 8:15am-3:35pm

Monday, Tuesday, Thursday, Friday					
6th Grad ^e		7th Grad ^e		8th Grade	
Homeroom	8:15-8:25	Homeroom	8:15-8:25	Homeroom	8:15-8:25
Period 1	8:25-9:40	Period 1	8:25-9:40	Period 1	8:25-9:40
Period 2	9:45-11:00	Period 2	9:45-11:00	Period 2	9:45-11:00
Period 3	11:05-11:30	Period 3	11:05-12:20	Period 3	11:05-12:20
Period 4	11:35- 12:50	Period 4	12:25- 12:50	Period 4	12:25- 1:40
Period 5	12:55-2:10	Period 5	12:55-2:10	Period 5	1:45-2:10
Period 6	2:15-3:30	Period 6	2:15-3:30	Period 6	2:15-3:30
Period 7	3:30-3:35	Period 7	3:30-3:35	Period 7	3:30-3:35

Wednesday, Washington Global offers an abbreviated bell schedule. 8:15am-2:15pm

Wednesday					
6th Grad ^e		7th Grad ^e		8th Grade	
Homeroom	8:15-8:20	Homeroom	8:15-8:20	Homeroom	8:15-8:20
Period 1	8:20-9:20	Period 1	8:20-9:20	Period 1	8:20-9:20
Period 2	9:25-10:25	Period 2	9:25-10:25	Period 2	9:25-10:25
Period 3	10:30-10:55	Period 3	10:30-11:30	Period 3	10:30-11:30
Period 4	11:00- 12:00	Period 4	11:35-12:00	Period 4	11:35- 12:35
Period 5	12:05-1:05	Period 5	12:05-1:05	Period 5	12:40-1:05
Period 6	1:10-2:10	Period 6	1:10-2:10	Period 6	1:10-2:10
Period 7	2:10-2:15	Period 7	2:10-2:15	Period 7	2:10-2:15

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 closes, the student will be placed on the Waiting List. If there is still space available in the grade for which the student has applied, they will be accepted on a first-come, first-served basis. If there are no spaces available, then the student will continue to be on the waiting list for that grade until a spot opens.

Student Supplies

Each student has been supplied by Washington Global PCS with the following school supplies:

- 3-ring binder
- Dividers
- Pencils
- Pens
- Loose-leaf paper
- Chromebook

Please note that some teachers/classes may require additional supplies.

Student Chromebooks

Student Chromebooks and other technology equipment play an essential role in the learning process at Washington Global. Students are held to the highest standards of responsibility when it comes to protecting and caring for our laptops. Students and parents/guardians must read and sign the Technology Agreement Policy prior to using any computers or technology-based equipment. If you need an additional copy, please contact the Main Office directly at (202) 796-2415. If a student has been identified as purposely damaging or misusing a laptop, then they will be held financially and/or behaviorally responsible, which includes, but is not limited to, restriction from the usage of any Washington Global laptop, full replacement of the device, and/or the financial cost to repair or replace the item.

Attendance Policy

Washington Global's attendance policy set forth below reflects expectations for in-person learning and situational distance learning.

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 D.C.'s Office of the State

Superintendent of Education (OSSE). Washington Global will make personal contact with the parent/guardian 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 consequences 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.

Student Arrival Policy

Students attending Global must arrive at the school on time on a daily basis. Students entering the building must be dropped off at the 6th Street SW entrance (at the school/loading zone). Parents/guardians 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).

Upon arrival students will:

- Pass the entry checkpoint
- Turn in their cellphone (will be returned at dismissal)
- Take their bagged breakfast and proceed into the cafeteria for meals

Student Arrival Windows M-F

7:45am-8:00am (breakfast cutoff is at 8:10am)

Breakfast cutoff times are listed above and represent the time that a student will have access to breakfast before reporting to class. Please ensure your student has adequate time to eat breakfast by arriving at school on time each day.

Dismissal

Students are dismissed at 3:35pm MTRF and at 2:15pm on W. Students will exit the building at different times to reduce congestion. Students must exit the building at dismissal time and refrain from visiting the stores listed below unless accompanied by an adult. These stores include:

- a. L'Enfant Plaza shopping mall and food court
- b. Subway sandwich shop - 524 School St. SW
- c. Starbucks- 550 C St. SW/1201 Maryland Ave. SW
- d. McDonalds - 400 C St. SW
- e. CVS – 1100 4th St. SW (Waterfront)

Before School Care & After School Care

Washington Global PCS offers after-school services intended to provide parents/guardian with a free care option while extending additional enrichment activities for students. To participate in before/aftercare, students must be fully enrolled with Washington Global and officially registered in the program. To register students, please fill out the Before and/or After School Care Agreement and return it to dgabriel@washingtonglobal.org. Before/after school care are based on a first come, first serve basis.

Before school care will begin at 7:00 am and after school care will occur between 3:35pm and 5:15pm. Wednesdays after school care will occur between 2:20pm-5:15pm. During these times, students are expected to abide by the same policies and expectations as the regular school day.

Additionally, students are expected to report directly to their assigned after school care room at dismissal. If students are consistently out of location (do not report to their assigned location), consequences may occur, including but not limited to, permanent removal from aftercare.

Only students that are fully enrolled and have filled out the required aftercare forms can participate in after school care which is offered on a first-come, first-serve basis. Students must be picked up before 5:15pm or they will be unable to remain in the program.

Although after school 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.

During the aftercare sessions, students are required to participate in at least one of the following activities:

- Reading time
- Homework time
- Teacher-led activity

As stated above, during aftercare, students must follow the school's code of conduct and all health and safety guidelines. For instance, students are not permitted to engage in horseplay, and will have limited access to their phone. Students must remain in their after school care cohort at all times. If a student does not comply with the expectations of the program, then they will be subject to the actions below:

- First violation: Warning and phone call to parents/guardians.
- Second Violation: 2-day suspension from after care.
- Third violation: Dismissal from the after school care program. Parents/guardians will be notified that their student is no longer able to attend the after school care program and must exit the school building during dismissal for the remainder of the school year.

Early Dismissal

Students are not permitted to leave the school during the school day unless picked up by a parent, guardian, or designated adult. A parent/guardian can also authorize, in writing or by telephone, for their student to leave early by calling the main office at (202) 796-2415. The parent/guardian must contact the main office at **(202) 796-2415 by 12:30pm that day**. Students will not be dismissed prior to the arrival of their parent/guardian and will remain in their class until dismissal time so that student learning is not disrupted.

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

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

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

Tardiness

During the academic day, students will be considered tardy if they are more than 10 minutes late to a class. It is paramount that all students arrive on time. Tardiness will be recorded on a daily basis. Students surpassing three (3) tardies in any two (2) week timeframe will be required to stay after school to make up the class time lost from their late arrival to school.

Students arriving to school late with items from any of the locations listed below will bypass the three (3) tardy policy and will be required to stay after school on the same day:

- Subway
- Starbucks
- McDonalds
- Atrium

Absences

Students are required to attend all classes listed on their schedules. Students will be marked absent if they are not present at Washington Global. Students will be marked “present-partial” if they attend school but are present for less than 80% of the school day. Students are considered present if they participate for 80% or more of the school day.

Absences are recorded and reported to the Office of the State Superintendent of Education and the D.C. 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/guardians can provide a note or call the front office staff.

What are valid Excused Absences?

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

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

If a student has five or more unexcused absences, a parent/guardian conference will be held to discuss concerns and possible consequences. Following the conference, a letter will be sent to

parents/guardians. During virtual learning, students with five or more absences may receive a welfare check from the school.

In accordance with D.C. law, if a student accumulates ten (10) unexcused absences from school, they will be referred to Washington, D.C.'s Child and Family Services Agency as a chronically absent student. At the same time, the school must report the student as truant to the Office of the State Superintendent for Education for follow up. The school will notify the family of these truancy reporting measures in collaboration with the Municipal Police Department.

Attendance Failure Policy

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

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

Truancy

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

School Closures and Delays

Washington Global PCS considers the safety of our students, staff, parents/guardians, and community a top priority. Washington Global staff vows to make decisions in the best interest of its school community regarding closures and delays.

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, App, Twitter, Instagram and website pages, as well as sent out via automated message.

Parent/Guardians Meetings

Washington Global encourages parent/guardian meetings and involvement. To schedule a meeting with an administrator or teacher, please contact Lynell Gray at lgray@wasingtonglobal.org, or call the main office at (202) 796-2415. Meetings will be held either in-person or via telephone/Zoom depending on parent/guardian preference and health and safety protocols.

Cell Phone Policy

Students who bring a cellphone into the building must check the phone in with a designated staff member in the morning. Cellphones are stored in a locked room until the end of the day. Cellphones are redistributed at the end of the day. Students may use the office phone to call or receive a call during the school day.

If a student is found to have an unauthorized electronic device in their possession, it will be confiscated by a staff member and given to the Principal or Dean. The following consequences will occur:

- The first offense is a warning, and the parent/guardian is contacted.
- The second offense warrants after-school detention, and the parent/guardian is contacted.
- The third offense will require the parent/guardian to retrieve the phone from the Dean/Principal.

If parents/guardians need to contact their child during the school day, they may call or leave a message with the front desk staff. If a student does not check in their phone and loses/misplaces it, Washington Global will not be held responsible.

Bag/Backpack Policy

All students attending Global should refrain from bringing unnecessary items to the school. Backpacks and bags that are brought into the school will be placed inside lockers and students will only have access to them during designated times throughout the day.

Safety and Health Procedures

COVID-19 Health and Safety Protocols

Washington Global is committed to the health and safety of its school community and the prevention of COVID-19. Washington Global will engage in everyday prevention methods, regardless of the level of Community Spread of COVID-19. Everyday prevention methods include, but are not limited to vaccinations, staying home if a community member is sick, isolation and/or quarantine for a COVID-19 positive case, optimizing the ventilation of the building, and regular cleaning.

At certain times throughout the school year, the School may need to engage in practices to curb the spread of COVID-19. Practices may include: face masks, social distancing, COVID-19 testing, quarantines, and other practices recommended by community health agencies. Parents/guardians will be notified of such practices by the school's COVID-19 response team.

Parent/Guardian Monitoring Students for COVID-19

Per D.C. Health guidelines, it is important for parents/guardians to monitor and screen children daily for symptoms of COVID-19. Parents/guardians must not send students who are sick to school. Below is a list of symptoms that are common with COVID-19:

- Fever
- New or worsening cough
- Shortness of breath/difficulty breathing
- Runny nose or Congestion
- Sore Throat
- Muscle or Body Aches
- Headache
- Chills
- New loss of taste or smell
- An unusual amount of tiredness
- Nausea or vomiting
- Diarrhea

Students who Develop a Fever or Signs of COVID-19 at School

The school will assess all symptoms on an individual basis and will use CDC and D.C. Health guidance to make a decision on whether to remove an individual from the building. Students or staff with pre-existing health conditions that present with specific COVID-19- like symptoms will not be excluded from entering the school building on the basis of those specific symptoms if a healthcare provider has provided written or verbal documentation that those specific symptoms are determined to not be due to COVID-19.

An individual may be excluded from the building according to the symptoms outlined above.

COVID-19 Positive Student

If Washington Global identifies a student or staff member with COVID-19 who is in the building, that individual will be dismissed immediately. If the individual is a student, they will be removed into the school's isolation space and their parent/guardian will be contacted immediately for pick up within 30 minutes.

If a student tests positive for COVID-19, please review the following policy about the student returning to school:

- If symptomatic, student employee may return after:
 - At least 24 hours after the fever has resolved without the use of fever-reducing medication (e.g., Motrin, Tylenol) and symptoms have improved; AND
 - At least 5 days after symptoms first appeared, whichever is later; AND
 - The student received a negative rapid antigen test result that was taken on day 5
- If asymptomatic, may return after:
 - 5 days from positive test

Students who return after 5 days, so on day 6, are required to wear a well-fitting face mask for an additional 5 days while in the building.

COVID-19 Testing

The school has the right to institute COVID-19 screening testing at its discretion. In an effort to maximize the health and safety of the School community, the School will be participating, together

with other charter schools in the area, in a Shared Laboratory Director Program (the “Program”) that will allow COVID-19 testing to be conducted both onsite at the School and, if necessary, through a third-party laboratory. The Program is free, and all costs will be covered by the School. Through the Program, the School will be able to test students in all instances including:

- Random screenings, particularly when there is an increase in the number of COVID-19 cases in our community or in the District of Columbia generally;
- When a student is experiencing symptoms;
- In all other instances that the School deems necessary to protect the health and safety of our School community.

All testing will be administered by qualified, trained individuals, under the direction and guidance of Program officials. Test results may be provided to the School’s COVID-19 administrative point of contact. Upon learning of a positive test result, the parent/guardian of the student testing positive will be contacted by a representative of the School. All students will be enrolled to participate in this Program unless a parent/guardian provides a signed COVID-19 Testing Program Opt-Out form. If a parent/guardian wishes for their student to be opted out of the program, please contact Ms. Diana at dgabriel@washingtonglobal.org for the Opt-out Form.

Situational distance learning may occur, and the school will provide updated information according to its CEP during that time.

Visitors

We strongly encourage all visitors to Washington Global to make an appointment. We recommend families to reach out to the main office at (202) 796-2415 for a meeting. Visitors must sign in at the security desk prior to entering Washington Global.

Emergency Drills and Safety Protocols

In case of an emergency, all students must follow the direction of the school’s emergency plans, which are available in the main office and in each classroom. The School has developed and trained all staff and teachers in case of fires, severe weather, active shooter, full evacuation, lock down, and shelter-in-place.

The school has designated a location 500 feet 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 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) to prevent bodily injury or major property damage.

School Lunch Program

Washington Global offers its standard and vegetarian lunches each day through a food service provider, Whitson's Culinary Group. Upon arrival, students will receive a grab-and-go bagged breakfast to eat in the cafeteria. Students are able to receive a prepackaged lunch to consume during their lunch period. Washington Global is a CEP school and therefore provides free breakfast, lunch, and afternoon snacks to all of its students. Menus will be posted monthly on the school website and in the cafeteria and offers dairy alternatives and vegetarian meals. Please contact the main office with specific dietary concerns.

Bringing Lunch from Home

Families also have the option of bringing lunch from home. It is clear that 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 pack their 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. Additionally, student lunches brought from home must be kept in their assigned locker and should not be shared with other students. Staff are unable to heat or refrigerate a student's lunch.

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 is a peanut-free school. Please do not send your student with items containing peanuts due to the increased risk for allergic reaction. Items with peanuts will be safely discarded by the school so students do not experience an allergic reaction.

Lunchroom Policies and Procedures

Lunch will be served in the cafeteria. Global expects our students to demonstrate ideal behaviors and manners during the lunch period, such as:

- Washing hands before and after eating meals
- Cleaning up after yourself
- Talking at the appropriate volume level
- Avoiding horseplay and meeting all other behavioral expectations

Birthday or celebratory food must be approved by the Principal prior to bringing the food into the building.

If a student refuses to follow the rules and procedures, or disrupts the lunch environment, they will face disciplinary actions.

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 are required to have a complete immunization record and physical exam form on file with the front office. Parents/guardians have twenty (20) days from the first day of school to submit updated health and dental forms. If the updated records are not received within the first twenty (20) days, parents/guardians will be notified in writing. Students who are non-compliant according to OSSE will not be allowed to attend classes until these updated forms have been turned in.

Washington Global cannot guarantee the services of a full-time nurse every day, and therefore we have several staff members certified to administer prescription 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.

Except for an EpiPen, the student must have received the first dose of any new prescription medication at home. We store the prescription medicine in a secure location in the nurse's office, and the school will administer the medication from the school nurse's office. Please be aware that the prescription medication cannot travel back and forth to school; once given to us for your student'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 student.

Usually, students are not allowed to have medication (prescription or non-prescription) of any kind in their possession at school. However, if your child needs to take medication or requires medical treatment during school hours, you must provide the appropriate forms, completed by your child's medical provider (Medication and Treatment Authorization Form, Asthma Action Plan and/or the Action Plan for Anaphylaxis). If students are allowed to self-administer medications for asthma, anaphylaxis, or diabetes while at school, this must be indicated on the appropriate medication action plan signed by the student's parent or guardian and physician. Students must take the medication in a designated location.

If you have any questions about which form is needed for your child, please contact the school. Forms should be submitted to your school's nurse along with appropriately labeled medication (if applicable). Parents/guardians must secure all remaining medication by the last day of school from the school nurse. Any medication left after the last day of school will be discarded.

Washington Global strongly encourages families to dispense both temporary and maintenance medications (i.e., allergy, menstrual, headache, etc.) 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 prescription medication to the school nurse. 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. The school nurse will be unable to administer over-the-counter medications without the doctor's orders. We store the medicine in a

secure location. The school nurse will administer the medication from the nurses' suite. Please be aware that 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 COVID-19, stomach flu, flu, strep throat, chicken pox, measles, conjunctivitis (pink eye), ringworm, scabies, or lice. Students with any of these conditions or symptoms will be sent home from school until they are no longer contagious. Parents/guardians must pick up their child within thirty (30) minutes of being notified that their child is sick. Washington Global requires that the parent/guardian provides a doctor's note showing that their child is no longer contagious before their student can return to the building. Please notify the front office if you discover that your child may have been exposed to a contagious disease.

First Aid

The first aid care the school can provide is very limited. If a child is hurt or complains of an illness, designated staff 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 pick up 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 their 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. All school personnel are mandated reporters of child abuse and neglect; therefore, a member of the administration 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, they 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/guardians are not able to or unwilling to intervene.
- A student has 10 or more unexcused absences or an extreme tardiness 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/guardians are repeatedly not returning phone calls, responding to notes or letters home, or are not attending meetings.
- Parents/guardians have withdrawn a student and failed to provide documentation of enrollment in another education institution within 10 days.
- Other reasons not provided above, but that are required to be reported.

Clothing Guidelines and Uniform Policy

Washington Global PCS has a dress code that must be followed by students at all times. Please adhere to the following guidelines:

- Sixth grade
 - Green collared polo shirts with khaki bottoms
- Seventh grade
 - Royal blue collared polo shirts with khaki bottoms
- Eighth grade
 - Navy blue collared polo shirts with khaki bottoms

T-shirts and jeans are **not** appropriate alternatives to the required collared shirt and khaki pants. Wolfpack t-shirts provided by the school are acceptable in lieu of their collared polo shirt. All students are required to wear their Washington Global uniform daily.

1. Uniform shirts should be tucked in at all times;
2. Shoes that are closed toe and closed back must be worn at all times. **Slippers, house shoes, crocs, slides, or shoes with high heels, including wedges, are not permitted.** 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. **A belt should be worn,** and the pants must stay up without assistance – if a student has to hold the waistband while walking to keep the pants up, then their pants require a belt.;
6. Shorts/skirts must be below the fingertips when standing up straight, with shoulders relaxed. This means shorts, skirts, and dresses must be no more than approximately 2” to 3” above knee length;

7. Hats, hoods, sunglasses, beanies, and skullys (skull caps) are not permitted to be worn indoors, for all students. Head-coverings of any other kind (bandanas, do-rags, hair wraps, bonnets) are not permitted 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 the colder months, students are permitted to wear long sleeve polos of their designated uniform color or a long sleeve shirt under their collared shirts. **A long sleeve under shirt is permitted, however that shirt may *not* have an attached hood.**

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 Dean of Students/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 considered gang-related or may convey non-verbal messages that are inappropriate for schools. *The dress code may be adjusted as needed.*

Family Communication

Washington Global takes pride in consistently utilizing multiple forms of communication to engage with our families and school community. The Washington Global app, phone calls, emails, text messages, social media pages, and our weekly newsletter allow us to stay connected with our families about upcoming events. Global also communicates with families via PowerSchool and a class webpage portal called Common Curriculum. During the school year, Washington Global schedules parent/teacher conference days that allow families to communicate with the school and teachers to learn more about their child's academic performance. If at any point during the school year your contact information changes (mailing address, email, phone number, etc.), please notify the main office as soon as possible so that we can have the most up-to-date information on file.

Families are welcome to contact the school between the hours of 8:00am-5:00pm daily. If families have a concern about their child's behavior or well-being, please contact the Dean of Students. If a

family has any other concerns or would like to schedule a telephone/virtual meeting with a staff member, please contact the Principal. If a family has a question about the school, please contact the main office at (202) 796-2415.

Parent/Guardian Notifications

Parents/guardians can access academic information and classroom information by using one of the web browsers listed below:

- Grades: PowerSchool: <https://wgpcs.powerschool.com/public/>
 - Log-in Information will be provided.
- Classroom assignments: Google Classroom
 - Log-in information will be provided to students.
- Progress reports will be available (electronically) to students bi-weekly (every two weeks).

Open Meetings Policy

All Global parents/guardians are invited to attend Global's open Board meetings, which are run by the school's Board of Trustees. We greatly value the input of our parent/guardian community. All meetings will be open, per the Open Meetings Act, and will be announced in advance via website posting and posting in the school's office. The first open Board meetings for this school year will take place in September 2023 by telephone/Zoom. Parents/guardians interested in attending should contact the Director of Operations at dgabriel@washingtonglobal.org.

Academic Curriculum

Washington Global implements an engaging, rigorous, and student-centered academic program that provides ample differentiation to ensure that all students' needs are met. All Washington Global students engage in core academic classes, including math, English Language Arts (ELA), social studies, science, physical education/health, service learning, Global Citizenship, and foreign languages. Within all classes, students participate in project-based and blended learning, which foster student engagement, differentiation, and student academic growth. The school's teachers and leaders continually review and modify the curriculum in all subject areas to ensure that the content is culturally representative of the student community. Washington Global also believes that real-world learning is critical to student achievement. Academic concepts are continually brought to life for students through hands-on labs and projects, and through academic excursions to area museums and embassies.

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 Washington Global. PBL is infused into all academic areas and benefits all students' critical thinking skills. It is used to differentiate instruction for all students to personalize learning.

Washington Global emphasizes the importance of PBL and all of the attributes it helps to strengthen through our mission of community service. Our service-learning program allows our students to work together to choose an issue in their community that they would like to learn more about and help make a difference. Topics in the 2022-23 school year included gun violence, food

deserts, and climate change. Our students research their chosen topic and act to improve the community's conditions through actions, such as cleaning up our streets and organizing fundraisers to support those experiencing homelessness.

Washington Global’s program also includes small class sizes, technology instruction, and foreign language classes in Spanish and Korean. During summer 2023, Washington Global provided free summer programming in Spanish Language, Korean Language and STEM, as well as free additional schooling for students who were two grade levels or more behind, through the Summer Boost Program. 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.

Student achievement is a main indicator of Washington Global’s definition of success. In October 2022, Washington Global was awarded the prestigious EmpowerK12 Bold Performance Schools Award. The award recognizes Washington Global's outstanding performance on the PARCC Statewide Standardized Assessment. Washington Global outperformed all comparable middle schools in Washington, DC. EmpowerK12’s report ranked Washington Global as the number one standalone middle school and as achieving the highest ELA PARCC scores of any traditional public or public charter school serving an at-risk student population of more than 30%. During the 2021-2022 school year, Washington Global’s at-risk student population was over 70%.

Make-up Work

Students are fully responsible for completing any incomplete or missing assignments (i.e., course assignments, tests, projects, and other related work). Teachers are fully responsible for providing the incomplete or missing assignments to the students. Students have exactly twenty-four (24) hours from the date of their return to make up any assignments to receive full credit.

Technical Support for Families and Students

Washington Global uses a variety of academic platforms to support its learners. If the parent/guardian is looking for more information about the purpose of each platform, please read the brief summary and follow the link below:

Digital Programs	Find More Information Here about How it Supports our Students
Google Classroom	https://edu.google.com/products/classroom Google Classroom is our learning management system where students access lessons, Zoom links, announcements, and get feedback on their assignments. All virtual schoolwork will be done through or with Google Classroom.
Lexia	https://www.lexialearning.com/why-lexia Lexia addresses the development of oral language, reading, spelling, and writing skills for students who are learning English or need remedial support. Students using Lexi will develop fundamental

	reading skills with the rest of their classmates and receive student-driven and teacher-directed personal instruction.
iReady	http://i-readycentral.com/familycenter/what-is-i-ready/ iReady consists of two parts: Diagnostic and Personalized Instruction. The Diagnostic determines the students' academic needs, and Personalized instruction is the targeted online lessons for each student. Students receive 45 minutes of online instruction in reading and math weekly.
Learning Ally	https://learningally.org/AboutUs/Overview Students will use Learning Ally as a reading platform, where they are able to access books based on their lexile level. Teachers can create bookshelves and can assign books to students. Learning Ally contains all the books we will use in ELA class based on our Engage NY curriculum.
Get Epic!	https://www.getepic.com/ Get Epic is a reading platform for students to choose engaging, informational, and literary texts and books remotely. Teachers can assign books and use the program to track students' reading.
Fountas and Pinnell	https://www.fountasandpinnell.com/intro/ Fountas and Pinnell is a program that provides leveled texts to students that can be read in tandem with Zoom.
NewsELA	https://newsela.com/about/company/ NewsELA allows students to read current events that have been adjusted to meet their lexile level. Teachers can assign standards-based quizzes to the news articles to check for student understanding.
IXL	https://www.ixl.com/inspiration/family-stories Students can utilize IXL in ELA, Math, Science, Social Studies, and Spanish. This program provides students with targeted online lessons.

If you need assistance with a technical issue, use the below chart to determine who you should contact for the best results.

Contact a teacher if...	Submit an official ticket if...
You need a username or password for any academic site.	The computer is not starting despite being fully charged.
You have a minor technical issue (screen flipped, color inversion, mouse is moving slowly).	The computer is having issues connecting to the Internet or school-provided hotspot.
You need assistance with any sound.	The computer is physically damaged (missing keys, dropped, or cracked screen.)

You are having issues with Zoom or Google Classroom.	You have been locked out of the computer.
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Please submit a ticket by emailing tech@washingtonglobal.org. If you are unable to submit a ticket via email, please contact the main office at (202) 796-2415 for assistance.

The school will offer virtual professional development sessions that will explain the various platforms the school utilizes throughout the year. Parents/guardians will be given advance notice via the weekly newsletter and will be given the meeting location to attend the event.

Parents/guardians can also access tutorial videos via the [Parent Resource Bank](#).

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/guardians 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. 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 statewide 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 is based on, but not limited to, the following criteria:

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

Digital 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 the 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	70 – 72

Standardized Assessments

Student achievement on standardized assessments will be considered when deciding whether or not a student should be promoted. These assessments may include PARCC, ANet, iReady, 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 have frequent conversations throughout each quarter to discuss the student’s performance, including Student Portfolios and grades. If it is determined that there are academic/behavioral concerns, the student could be referred to SST. There will be ample, ongoing opportunities to discuss the possibility of promotion/retention. 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 statewide 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 block at a frequency determined by the student’s

need. Tier 2 instruction will occur daily and include three research-based, intensive programs: *Spell Read*, *Curriculum Based Interventions*, and *Fountas and Pinnell* 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 intensive 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/guardian 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. The student's parent/guardian will receive a phone call or email from the school's administration or instructional coach to notify the parent/guardian of this.

Student Support Teams (SST)

The Student Support Team (SST) is a collaborative, school-based, problem-solving team that is organized to address academic, medical, behavioral/emotional, and/or other problems that may interfere with a student's ability to obtain an appropriate education. The SST provides support to teachers by recommending classroom-based interventions for students who are struggling academically or behaviorally. The goal of the Student Support Team (SST) is to address concerns affecting a student's school performance and to implement an intervention plan. Teachers and family are able to initiate the referral process by submitting all required documentation to the Director of Intervention.

The SST team develops interventions to support the struggling students, providing the students with Tier 1 classroom support or Tier 2 support. Still, such interventions are worth attempting and documenting as they may help salvage at least some learning for the student. Listed below are the steps that the SST team can follow to find learners struggling with in-person or virtual instruction and provide and document the plans to support the student.

SST Process:

1. The referring teacher/administrator/staff member submits a referral to the Director of Intervention for the initial SST meeting. The referring teacher (or other referring individual) completes referral documentation, including attached documentation of attempted Tier 1 Interventions and outcomes (classroom data). The Director of Intervention reviews all referral information. The referral form is available by soft copy in the Google Drive.
2. Parents/guardians are then notified and invited to attend a meeting by Zoom. The referring staff member and the Director of Intervention will make personal contact with the parents/guardians before the meeting to further explain the nature of the meeting and encourage the parents/guardians to come with questions and concerns.

3. The initial SST meeting will occur within 5 calendar days of accepting referral and/or establishment of the SST file.
4. The Director of Intervention ensures that the teacher, or other individuals presenting the referral to the SST, are fully aware of their involvement and the need to prepare for a referral presentation. The referring teacher (or individual) presents the case, including interventions already attempted and their outcome, and responds to focused questions from team members.
5. After six weeks of Tier 2 Interventions, the Director of Intervention schedules a review meeting. The Student Support Team will meet to assess intervention effectiveness and decision making.
6. If necessary, the Student Support Team will move the student to Tier 3 Intervention: more intensive individualized interventions and the student will be considered for referral to special education.
7. Students referred for attendance concerns must have 5 consecutive unexcused absences before referral is submitted.

Special Education

Upon referral of a student for evaluation, the parent/guardian will be asked to sign a consent form to begin the special education eligibility process. Parents/guardians will be given a Notice of Procedural Safeguards which is a comprehensive notice of safeguards which apply to all parents/guardians of children with disabilities. The special education eligibility process at Washington Global is comprehensive and follows federal and OSSE guidelines.

The multiple forms of data used to determine eligibility 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;
- Classroom observations and teacher/parent or guardian interviews;
- A comprehensive social history; and
- A review of the student's school records.

A multi-disciplinary team (MDT), inclusive of family, will review the evaluation report and other data prior to determining if the student is eligible for special education.

If the student is eligible for special education and related services, an Individualized Education Program (IEP) will be developed. If the student is not eligible for an IEP, the MDT will determine whether a student is eligible for services under Section 504 of the Rehabilitation Act.

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 by law. This will consist of special education and related services that provide individualized support. All students with disabilities will have a current and appropriate IEP; an annual meeting to review the 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, 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 with their general education peers.

Related Service Providers

Washington Global provides qualified related service providers for students that have related services on their IEP. These related service providers may include, but are not limited to: counselors, behavior specialists, speech-language pathologists, occupational therapists, and physical therapists.

EL Program at Washington Global

Based on a parent's/guardian's Home Language Survey, the student might be eligible for EL services at Washington Global. The Home Language Survey is not used to determine a family's immigration status, a family's residency status, or if the student is an English learner (this is determined by the English language proficiency screener). If the parents/guardians state that they use another language other than English as the primary language at home, then students will be given the World-Class Instructional Design and Assessment (WIDA) to determine EL eligibility.

Washington Global PCS's language acquisition model is centered on meeting the individual needs of its EL population while ensuring that students are held to high academic standards. The goal of Washington Global's model is to facilitate students' acquisition of communicative and academic English, including writing, reading, listening and speaking. Students also engage in grade-level, core content work with the EL specialist. Additionally, Washington Global promotes a classroom environment that values the richness of diverse cultures and perspectives and promotes cultural awareness.

Currently, Washington Global uses an English-only model of instruction. Based on the needs of its EL population, Global may offer EL services in different settings, including but not limited to: 1) Pull Out/Class Period Model where students are taught in general education classes in English and the EL specialist pulls EL student(s) out of class to provide services, and 2) Push-in Model where the EL specialist pushes into the EL students' academic classes to provide services to the individual student.

School Culture and Student Discipline

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;
- Promote a positive, cohesive school community environment;
- Encourage interaction with the community;

- Offer a rigorous, internationally-based curriculum and provide individualized academic support to students.

Washington Global's expectations for students are to:

- Be ready and willing to learn;
- Act responsibly;
- Show self-respect and respect to others; and
- 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; and
- 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/guardians;
- Encourage family support and participation;
- Provide a safe environment;
- Teach and model positive behaviors;
- Foster a supportive learning environment.

Washington Global expects parents/guardians to:

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

The school will foster an environment in which students meet their expectations and reinforce it through a system of positive rewards. Washington Global has instituted a School-wide Positive Behavior Intervention and Support system 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/guardians.

DeansList

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

Global's focus will remain on positive behaviors that allow students to earn points daily. When used effectively, DeansList will support a positive in-person and virtual classroom environment while also allowing teachers to focus on academic support over behavioral discipline. Every class period, each student may earn a minimum of 1 point and a maximum of 5 points depending on the student's behavior and effort towards academic achievement. These points should be entered into DeansList at the end of each class period or at the end of each day.

PBIS Incentive System

1 Point: Students were present, however the behaviors displayed during the class period were not acceptable. The behaviors displayed during the class period were disruptive and may include the following:

- Inability to follow directions.
- Inappropriate comments and/or excessive talking.
- Classroom disruption.
- Refusal to complete classroom tasks.

2 Points: Students were present and displayed some positive behaviors, however those positive behaviors were infrequent. The behaviors displayed during the class period were moderately disruptive and may include the following:

- Excessive talking.
- Student was partially engaged during class.
- Minor disruptions that required teacher redirection.
- Students completed some of the classroom tasks and assignments with minimal effort.

3 Points: Student behavior was positive for a majority of the class and the student did not contribute to any classroom disruptions. The student displayed the following behaviors:

- Students talked during class but not excessively; minimal disruption.
- Followed teacher directions and participated when asked to do so.
- Students completed most of the classroom assignments and tasks with minimal prompting.

4 Points: Student behavior was very positive, and the student completed all the necessary tasks during the class. The student displayed the following behaviors:

- Students did not require any teacher redirection.
- Students contributed to a positive classroom environment.
- Students completed all of the classroom assignments and tasks with noticeable effort.

5 Points: Student behavior was exemplary, and the student took a positive leadership role during the class period. The student displayed the following behaviors:

- Students took a leadership role in establishing a positive learning environment.
- Student behavior was exemplary and warranted praise.
- Students completed all of the classroom assignments and tasks with a positive attitude and noticeable effort.
- Students attempted to assist peers in a positive manner.

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 also so 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 behavior/misconduct on the school environment.

I. Tier One Behaviors and Possible Responses

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

Examples of Tier One Behaviors (list is not exhaustive)	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 • Bringing prohibited personal items (that are not dangerous) from home to school without permission 	<p>The school will engage in one or more of the following actions:</p> <ul style="list-style-type: none"> • Telephone call/other contact from teacher/staff member to parent/guardian • Student conference • Written communication to parents/guardians • Loss of classroom privileges not related to academics • Parental/guardian conference • Special assignment • Time out • Verbal reprimand • Detention

<ul style="list-style-type: none"> • 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 the property) • Unauthorized eating in classrooms/common areas • Minor insubordination (i.e., that does not cause a classroom disturbance) • Minor teasing that does not include repeated acts of bullying • Inappropriate displays of affection • Other actions deemed to fit the definition of a Tier One offense by the school administration 	<ul style="list-style-type: none"> • Seating change • Time out with another teacher • Loss of extracurricular/outdoor activity • Parent/guardian signature on violation notice returned to school • Other responses deemed appropriate by the administration that fall within similar parameters as those listed above • Restorative consequences, as appropriate
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II. Tier Two Behaviors and Possible Responses

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

Examples of Tier Two Behaviors (list is not exhaustive)	Appropriate Responses
<ul style="list-style-type: none"> • Continued defiance when given directives • Unexcused school tardiness • Cheating/Plagiarism • Lying to authority figures • Theft of personal property (under \$100.00) • Tardiness to school (unexcused) • Truancy • Minor defacing of school property • Insubordination • Written or verbal abusive language (constant) • Initiating bullying/cyberbullying • Disrespectful or obscene language, images, and/or gestures 	<p>The school will engage in one or more of the following actions:</p> <ul style="list-style-type: none"> • Verbal redirection or reprimand • Schedule modification • Counseling • Teacher, student, and administrator phone conference • Student and Principal/Dean phone conference • Principal/Dean and Parent/Guardian telephone conference • Parent/guardian, student, and Principal/Dean conference

<ul style="list-style-type: none"> • Inappropriate or disruptive physical contact (Pushing/shoving, horseplay) • Noncompliance with bus/metro rules • Loitering near the school or in the metro • Noncompliance with arrival & dismissal rules • Noncompliance with computer rules • Noncompliance with dress code/uniform policy • Unauthorized use of portable electronic devices (mp3, iPod, cell phone) • Leaving class or designated location without permission • Falsification of records, excuses, passes, schedules, etc. • Failure to report to the Principal or another administrator’s office when sent by a staff member • Noncompliance with Washington Global’s health and safety policy • Noncompliance with school’s technology/virtual policy • Other actions deemed to fit the definition of a Tier Two offense by the school administration 	<ul style="list-style-type: none"> • Referral to counseling services (school or external resource) • Withdraw of extracurricular privileges • Referral for Administrative Reflection (AR/ISR), or increased number of days in “ISR” if student was already engaged in this process and parent/guardian contacted • Conflict resolution session • Behavioral contract • Detention (Virtual Saturday School) • Other responses deemed appropriate by the administration that fall within similar parameters as the above, including restorative practices.
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III. Tier Three Behaviors and Possible Responses

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

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

Examples of Tier Three Behaviors	Appropriate Responses
<ul style="list-style-type: none"> • Destruction of private and/or school property (Infraction depends on degree of damage incurred with parent/guardian responsible for payment) • Damage or theft of school property (\$100.00 to \$300.00) • Vandalism (above minor defacing of property) • Encouraging or engaging in a demonstration disrupting the normal learning process • Bullying/Cyberbullying • Severe noncompliance with the school’s technology/virtual policy • Verbally provoking a fight and verbal threats • Indecent exposure • Major insubordination (that severely disrupts classroom environment) • Possession or distribution of obscene materials • Physical abuse: against any student, staff and/or other person not employed by the school • Leaving school without permission (entering or exiting unauthorized doors without explicit permission) • Harassment (verbal, sexual, other) • Possession and/or transmission of objects considered potentially dangerous to the health, safety, and welfare of students and/or school personnel • Throwing of potentially dangerous objects • Smoking, any use or possession of tobacco products on school property or during school-sponsored events and activities • Possession of marijuana or any related illegal or unauthorized drug 	<p>The school will engage in one or more of the following actions:</p> <ul style="list-style-type: none"> • Tier Two responses listed above • Saturday School • On-Site Administrative Reflection (AR) or In School Reflection (ISR) • Out of school suspension (as appropriate and in accordance with local and federal law as outlined below) • Notification and/or requested intervention of law enforcement agencies (if required and/or warranted) • Complete work in an alternative classroom setting • Other appropriate response by administrator for misbehavior

<ul style="list-style-type: none"> • Unsupervised lighting of matches, lighters, or any device with an open flame • Tampering with fire extinguishers or fire alarms • Engaging in sexual acts on school premises or at school related functions • Forgery • Gambling • Possession of combustibles • Continued or severe non-compliance with Washington Global’s Health and Safety Policy • Engaging in behavior that demonstrates gang/neighborhood crew affiliation (displaying clothing or gestures associated with gangs) • Posting or distributing material or literature that is disrespectful, demeaning, humiliating, or damaging to students and/or staff. This includes posting material on the internet or sending material electronically (i.e., via email, cell phone, social media) • Other student actions deemed to be the equivalent of Tier Three offenses by school administration 	
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IV. Tier Four Behaviors and Possible Responses

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

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

Examples of Tier Four Behaviors	Appropriate Responses
<ul style="list-style-type: none"> • Damage or Theft (felony>\$300.00) • Extortion 	<p>Students who engage in Tier Four behaviors will immediately be removed from class/common areas to maintain a safe environment. If in the virtual</p>

<ul style="list-style-type: none"> • 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 • Threatening a staff member • Possession/use/transfer/brandishing of weapons (gun, knife, blade, mace) • Selling and/or distribution of drugs/alcohol or another drug/alcohol violation deemed more severe than Tier III • Continued Severe non-compliance with Washington Global’s Student Health and Safety Policy • 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 • Threatening death to staff, a student, or another member of the school community • Possession of a weapon according to the requirements of the Gun-Free Schools Act or replica or imitation of a weapon (including water guns), or authentic weapons not included in the Gun-Free Schools Act deemed by 	<p>environment, the student will be immediately removed (ex. placed in a waiting room on Zoom).</p> <p>The school will engage in one or more of the following actions:</p> <ul style="list-style-type: none"> • A response previously listed in the Tier II and Tier III response list, including Administrative Reflection or In School Reflection (Detention or Saturday school) • Out of School Suspension (as appropriate and in accordance with local and federal law as outlined below)
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<p>administration to pose a danger to the school community</p> <ul style="list-style-type: none"> • 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 	
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Reporting: If a student’s behavior results in a tiered infraction, the teacher, Dean, or other appropriate staff member will record the students’ behavior using the school’s referral tracking system (DeansList). The Student Support Team (SST) will intervene for those students who continue to exhibit inappropriate behaviors and who are unable to follow school wide expectations and rules. If applicable, a Functional Behavior Assessment (FBA) will be conducted, and a Behavior Intervention Plan (BIP) will be prepared.

Referral Process

If a student has become disruptive/defiant to the point where their behavior is hindering the learning process for other students in the classroom, the teacher may begin the referral process. The referral process will begin after a teacher has attempted several alternative methods to re-engage that student. These steps may include:

1. Verbal Warning
2. Conversation with student during class addressing behavior
3. Relocation to reflection desk/area (if possible)
4. Referral to Dean

Any student that receives a referral to meet with the Dean will be subject to further disciplinary action. A phone call or email to the parent/guardian of the student(s) involved will be made by the classroom teacher and/or Dean on the same day.

Out of School Suspensions: Washington Global makes every effort to ensure that students remain in the learning environment. However, severe offenses that endanger the safety of the school may result in the student receiving disciplinary actions that include an out of school

suspension. All students in out of school suspension will have access to classwork through Google Classroom.

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

- School Leaders will ensure that the suspension meets the requirements of D.C. Law 22-157. Student Fair Access to Amendment Act of 2018.
- According to the student discipline policy, the Principal/Dean of Students will determine whether a student receives an out of school suspension and the length of the suspension, but not to exceed ten days.

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

- The Principal/Dean of Students meets with the student to make a statement and makes telephone contact with the parent/guardian to discuss the next steps regarding disciplinary actions the school may take.
- The Principal/Dean of Students then prepares a formal letter outlining the students' actions and the response of the school. The letter is sent home to the parent/guardian via the student and/or email.
- Prior to or following the suspension, the Principal/Dean of Students will call for a meeting with the parent/guardian to discuss the student's actions.
- At any time, a parent/guardian can request a meeting with the Principal to review the suspension determination and file a grievance with the school following the grievance protocol outlined in the handbook. Please note that meetings will be held virtually until further notice.

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

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

- A statement of the school discipline violation and summary of the meeting procedure will be provided by the school.
- The school will provide an explanation and review of the evidence or facts for which potential long-term suspension is being considered. If video footage is available of the incident, the panel will view the footage.
- The student may have the opportunity to present any information that they want to the school to consider. The school panel may ask questions regarding the matter to anyone present at the hearing. An advocate may speak on the student's behalf, and the student has the right not to speak on their own behalf. Neither the school's representative at the hearing nor the student, nor his/her representative(s), will be given the opportunity for cross-examination during the hearing.
- One business day following the hearing, the school panel present will make a determination regarding the hearing's outcome. The decision will be effective immediately.
- The student/family will be informed of the decision via phone within two (2) business days of the conclusion of the hearing and written notification will be mailed within three (3) school days of the decision. This notice will contain information regarding appeal procedures.
- If a parent/guardian does not request a hearing or fails to attend the hearing at the scheduled date, time, and place, the right to a hearing may be waived. Therefore, the school will proceed with its determination regarding the proposed infraction and the ruling of the school panel. The findings from the hearing will be approved and take effect immediately.
- If a parent/guardian disagrees with the outcome of the meeting, they can file a grievance with Washington Global's Board of Trustees following the appropriate grievance policy steps outlined in the Student 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 intent to expel the student to their 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 student and parent/guardian (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 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 with verbal and written documentation of the findings and recommendations from the meeting.
- If the recommendation for expulsion is upheld as a result of the meeting, the parent/guardian will be informed in writing of the student's right to a hearing. The hearing will include the Principal, CEO, another Global staff member, and a representative from the Board of Trustees. The Principal will notify the parent/guardian of the scheduled expulsion hearing date and time. The hearing must be held within five (5) school days of the parents' receipt of the notice of the administrative decision to recommend expulsion. If

the decision is overturned, the Principal will notify the parent/guardian that the student may return to school after the completion of disciplinary action deemed appropriate from Washington Global's discipline policy.

- The expulsion hearing will include an independent hearing officer (not affiliated with Washington Global) who will consider all evidence, including possible mitigating factors.
- If a parent/guardian and/or scholar does not attend the expulsion hearing, they automatically waive the right to a hearing and the expulsion recommendation is upheld.
- The hearing can be conducted virtually if warranted by health requirements and policies.
- The school will provide written notice of their final determination to the parent/guardian within three (3) business days of the hearing. The student will be placed on suspension and can continue to receive schoolwork until a determination has been made regarding the recommended expulsion.
- If the hearing officer determines that an expulsion is not warranted, then the student can return to school immediately.
- A student who is expelled may not apply for readmission into Washington Global.
- The parent/guardian can also file a grievance with Washington Global's Board of Trustees following the appropriate grievance policy steps outlined in this handbook.

Students awaiting their hearing determination will continue to work on the distance learning platform asynchronously.

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

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

Meetings may be held virtually.

Per IDEA 2004, students with disabilities with an IEP who have exhibited a repeated pattern of behavior or have been suspended for 10 consecutive or nonconsecutive days, will attend a manifestation determination meeting. In a manifestation determination meeting, the student's IEP team will determine whether the behavior is a manifestation of the student's disability. If it is found as a manifestation of a student's disability, the student cannot be suspended. If the behavior is not found to be a manifestation of the student's disability, the student can be suspended. In addition to following the steps for the short-term or long-term process set above, the school will:

- The same day as the proposed suspension, the Special Education Coordinator or his or her designee, will contact the student's parent or guardian via phone or by email to schedule a manifestation meeting.
- The required team members will be present at the meeting (LEA representative, general education teacher, special education teacher, related service providers [if warranted], and the parent/guardian, unless he or she declines participation). Members of the team can appear in person or via phone.

- The student will remain at school until the meeting takes place (unless for a severe offense involving weapons per IDEA 2004).
- As stated above, the team members will review the student’s behavior and will determine whether the behavior is a manifestation of his or her disability.
- If this behavior is a manifestation of his or her disability, he or she will not be suspended.
- If the behavior is not a manifestation of his or her disability, he or she will be suspended.
- A grievance can be filed by using the process outlined in the Student Handbook.

Make up Work During Suspensions

School staff will work with families to develop a plan for continued education to ensure students are provided with make-up classwork during out of school suspensions. Upon returning to school, students will also have the opportunity to complete classwork missed during out of school suspensions.

Locker Search Guidelines

Washington Global reserves the right to perform a locker search 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.
- The Metropolitan Police Department will be contacted if warranted.

Bullying Policy

Washington Global is committed to ensuring that the school is a safe space for all students. 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>.

Behavioral Incentives

Throughout the year, Global will sponsor various events to encourage our students to continue to make positive choices at school. These events include “Fun Fridays” and shopping at the school store. Celebrations have also been instituted and may include the following:

- Music socials

- Ice cream socials
- Assignment passes (homework, classwork, etc.)
- Spirit Week
- Field trips

In the event of an off-campus celebration, parents/guardians will be notified via permission slip, email, newsletter, or a phone call.

Parental/Guardian 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. In the event a parent/guardian wishes 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 the matter(s) informally.

Parent/Guardian Complaints

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

1. Parents/guardians 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)/guardian(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)/guardian(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)/guardian(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 2.
4. If a resolution cannot be reached through a discussion with the Principal and CEO, parent(s)/guardian(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/Guardian 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 they are 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)/guardian(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.

Family Involvement

Washington Global is a community school, working to provide a high-quality experience for all of its members. As the adult members of our community, parents and guardians have the responsibility of protecting and nurturing the students. 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 Family Teacher Organization (WGFTO)
- Family education nights and informational meetings (including parent/guardian-teacher conferences), which will be attended virtually until further notice.
- 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. Diana in the front office. Meetings may be held in-person or virtually.

Family Engagement

The Washington Global Family Teacher Organization (WGFTO) serves as a critical link between families and the school. The group 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 WGFTO is to foster a constructive relationship between families and the school, to create a partnership which helps the school to listen to and effectively deal with families' concerns, and for families 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 WGFTO does not necessarily represent the views of all families, it shall be a forum for communication and a basis for partnership between families and the school. In order to achieve this aim, the WGFTO shall:

1. Promote good relations between and integration among its members;
2. Develop debate on educational matters among its members;
3. Communicate families' views to the school in general matters relating to children's education and well-being; and
4. 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 host family education nights in the evenings (virtually and in-person) 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/guardians to get to know one another and gain additional insight into Washington Global's academic programming.

Washington Global has also developed a Parent Resource Bank, available 24 hours a day 7 days a week, for parents/guardians and families to access a variety of resources. These resources include different activities for students and families to complete together, as well as training videos on the different platforms students use throughout the school day. Families can access the Resource Bank [here](#).

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). Parents/guardians who want to participate should reach out to the school.

Family Custody Policy

Washington Global will make every effort to ensure compliance, on the part of school staff as well as parents/guardians, with legal custody arrangements. This policy addresses custody records; student release to custodial parents/guardians; the rights of non-custodial parents; and Washington Global's role in custody disputes.

I. Definitions

For the purposes of this policy, Washington Global will adhere to the following definitions:

- "Court Order": An order issued by a court following a judicial proceeding to determine the custody rights of the parties. A court order will typically state the legal and/or physical custodial rights that the court has granted to each parent/guardian.
- "Joint Custody": Both parents/guardians have legal and physical custodial rights.
- "Legal Custody": The parent/guardian with Legal Custody has the right to make decisions about a child's upbringing. These types of decisions typically involve the child's education, religion, and medical care.

- “Noncustodial Parent”: The Noncustodial Parent does not have legal or physical custody of a child.
- “Physical Custody”: The right to have physical control of where the child lives and who may care for the child.

II. Custody Records

Washington Global seeks to maintain accurate and updated custody records for all students. It is the responsibility of the parent/guardian of a student to provide the Washington Global Main Office with accurate and updated court orders involving the custody rights of their children. Updated Court Orders should be provided to the Main Office as soon as possible. All documentation provided to the school will be kept confidential and will only be accessed by members of the staff when necessary. In the absence of a Court Order, Washington Global will assume that separated or divorced parents of a child have Joint Custody. Without a Court Order or proof of adoption that affirmatively grants custodial rights, stepparents will not be considered to have Physical or Legal Custody of a child. Absent similar evidence, Washington Global will also assume that siblings, aunts/uncles, grandparents, cousins and others do not have Legal or Physical Custody of a child.

III. Student Release

Any parent or guardian who has Physical Custody of a child or retains specific custody rights granted via a Court Order that extends to after school hours, may pick the student up from school as well as authorize Washington Global to release the student to any other person; provided that, such arrangements are consistent with the terms of the Court Order. At the beginning of the school year, parents/guardians will be asked to complete an Authorization to Release form. Please see Washington Global’s Student Release Policy for more information. At any time, either parent/guardian that has Physical Custody has the ability to add individuals to the Authorization to Release form.

Washington Global does not have the right to limit the rights of a parent/guardian of a Washington Global student without a Court Order. If one parent/guardian does not wish to allow the other parent/guardian the right to remove the child from school or visit the child in school, Washington Global must be provided with a Court Order limiting the other parent’s/guardian’s rights.

IV. Rights of Non-Custodial Parents Inspection of Records

All parents/guardians, regardless of custodial rights, have the right to inspect, though not make changes to, copies of their child’s educational records, unless a Court Order specifically limits the parent’s rights in this regard. (Any inspection of records must be in accordance with Washington Global’s FERPA regional Student Records policies.) School Visitation Parents without Physical Custody may not remove their children from class or visit them in school without the consent of the parent/guardian with the custodial rights or a Court Order.

Notification of Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents/guardians 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/guardians of eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent/guardian or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent/guardian of an eligible student believes are inaccurate. Parents/guardians or eligible students may ask the school to amend a record that they believe is inaccurate. They should write to 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/guardian or eligible student, the school will notify the parent/guardian 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 parents/guardians of eligible students 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/guardian 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, D.C. 20202-5901

Notification of Rights Under PPRA

The Protection of Pupil Rights Amendment (PPRA) affords parents/guardians 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/guardian;
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/guardians; 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/guardians 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/guardians 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/guardians of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent/guardian to opt his or her child out of participation of the specific activity or survey. Washington Global will make this notification to parents/guardians 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/guardians 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/guardians 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/guardians 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

Information may be added or edited throughout the school year. Families will receive notifications with updates.

Education of Homeless Children and Youth Program

EDUCATIONAL RIGHTS PUBLIC NOTICE

The mission of the Education of Homeless Children and Youth Program at Washington Global is to ensure free, appropriate, public educational opportunities for homeless children and youths; to provide technical assistance to schools, shelters and the community; and to heighten awareness of homeless issues. Washington Global follows all federal and state guidelines for the McKinney Vento Act when servicing homeless students, and the school's policy is below. Homeless children and youth should have equal access to the same educational opportunities and services as non-homeless children and youth. In addition, homeless children and youth should have the opportunity to meet the same challenging academic achievement standards to which all students are held pursuant to Title X of No Child Left Behind; McKinney-Vento Homeless Assistance Act federal law.

What is the definition of homeless children and youths?

According to the National Center for Homeless Education, the term "homeless children and youths" means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and includes:

- children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;*
- children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));
- children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described above.

Can a homeless child enroll in school?

Yes, a homeless child can enroll at Washington Global. The student may continue enrollment in the school of origin for the duration of homelessness. The school of origin is the one the student attended prior to becoming homeless or the school in which the student was last enrolled. The student may also enroll in the school for the attendance area where he or she is living temporarily. If a dispute arises over school selection or enrollment, the school must immediately enroll the homeless student in the school, pending resolution of the dispute. If the local school cannot resolve the dispute, the school must follow the Dispute Resolution Process, not to exceed 15 days. The local school must provide the parent, guardian or unaccompanied youth with a written statement of the school placement decision and the appeal rights.

Who should be contacted if a dispute arises regarding enrolling a homeless child or youth in school or if other assistance is needed?

The Education of Homeless Children and Youth Program has been designed to assist children and youth who are experiencing homelessness and their families regarding educational issues. If a homeless child or youth is experiencing difficulty in enrolling in school, please contact the Education of Homeless Children and Youth Office at (202) 741-0470.

What services are provided by the Homeless Children and Youth Program?

The Homeless Children and Youth Program provides the following services: transportation assistance, dispute resolution, emergency school enrollment assistance, special projects, Homeless Awareness Month, staff development, and interagency collaboration. For more information, please contact the Homeless Liaison, Diana Gabriel, at dgabriel@washingtonglobal.org. The District of Columbia Human Rights Act, approved December 13, 1977 (D.C. Law 2-38; D.C. Official Code § 2-1402.11(2006), as amended) states the following:

It shall be an unlawful discriminatory practice to do any of the following acts, wholly or partially for a discriminatory reason based upon the actual or perceived: race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, family responsibilities, genetic information, disability, matriculation, or political affiliation of any individual. To file a complaint alleging discrimination on one of these bases, please contact the District of Columbia's Office of Human Rights at (202) 727-3545. D.C. Code § 2-1402.11.