GIRLS GLOBAL ACADEMY

Student & Family Handbook
2026 - 2027

Fostering Pathways to Lead and Learn

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Girls Global Academy Student and Family Handbook

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Introduction: Who We Are

Welcome to Girls Global Academy Public Charter School's community! We are honored that you are joining us for your high school education and journey.

We are excited for the year of exploration and opportunities for our students. As a unique and essential member of the Girls Global Academy community, students that attend Girls Global Academy will be prepared to meet the challenges of a college education and are on a path to be an active and productive member of our global community.

Girls Global Academy appreciates the value and importance of our community of students and families–who are our partners in education.

This handbook is designed to introduce you to Girls Global Academy, and provide the policy and structure to create a positive, accountable, and productive school environment that every member of our school community deserves. Thank you for taking the time to learn more about GGA and what to expect during your time here.



Mission: *Fostering Pathways to Lead and Learn*

Lead: We want our students to be exposed to a breadth of insights and opportunities as they seek to build and follow their dreams. Students at GGA experience the value of collaboration, as leadership in today's world is filled with working with others.

Learn: We believe learning should be challenging, meaningful, and joyful–which we strive to make part of every lesson, discussion and interaction that students have.

Our Pillars

Our four pillars of *sisterhood, scholarship, service and safety* guide everything that we do at Girls Global Academy. Our pillars are integrated into the values and vision of our school; our aim is that each member of our community truly feels that the actions we take are in line with our motto *"because you matter"* along with our four pillars.

Sisterhood 	**Scholarship** 
Service 	**Safety** 

A Note from the Co-Founders

At Girls Global Academy, we take the safety and education of our students and staff as an important responsibility.

Girls Global Academy is a community of dedicated innovators who believe girls matter. Through our daily work, each member of the GGA community believes in the mission and commits to actions that equip the next generation of leaders to navigate the world with confidence and compassion to succeed in any path they may choose. Our approach to education will allow girls to develop strong voices that inspire change. Our decisions are guided by the standards set forth in our values. Our culture is driven by our values and our philosophy. We have a community oriented culture, and the foundation of our culture is centered on our values.

We believe students and families are our partners in education; trusting relationships foster learning and open communication; learning should be challenging, meaningful, and joyful; community members are valuable and contribute to the success of the school; and growth promotes lifelong learning. We uphold a relentless focus on a welcoming, safe, and culturally-responsive environment for our staff, students and families.



Girls Global Academy is authorized to offer the Career-Related Program as an International Baccalaureate World School. "Career-related programme students will access a broad, flexible education which will give them knowledge, practical training, intellectual engagement, and international- mindedness, while developing higher-order cognitive skills and academic behaviors that will enhance their employability and dramatically alter their world view." *–Dr Siva Kumari, IB Director General 2014*

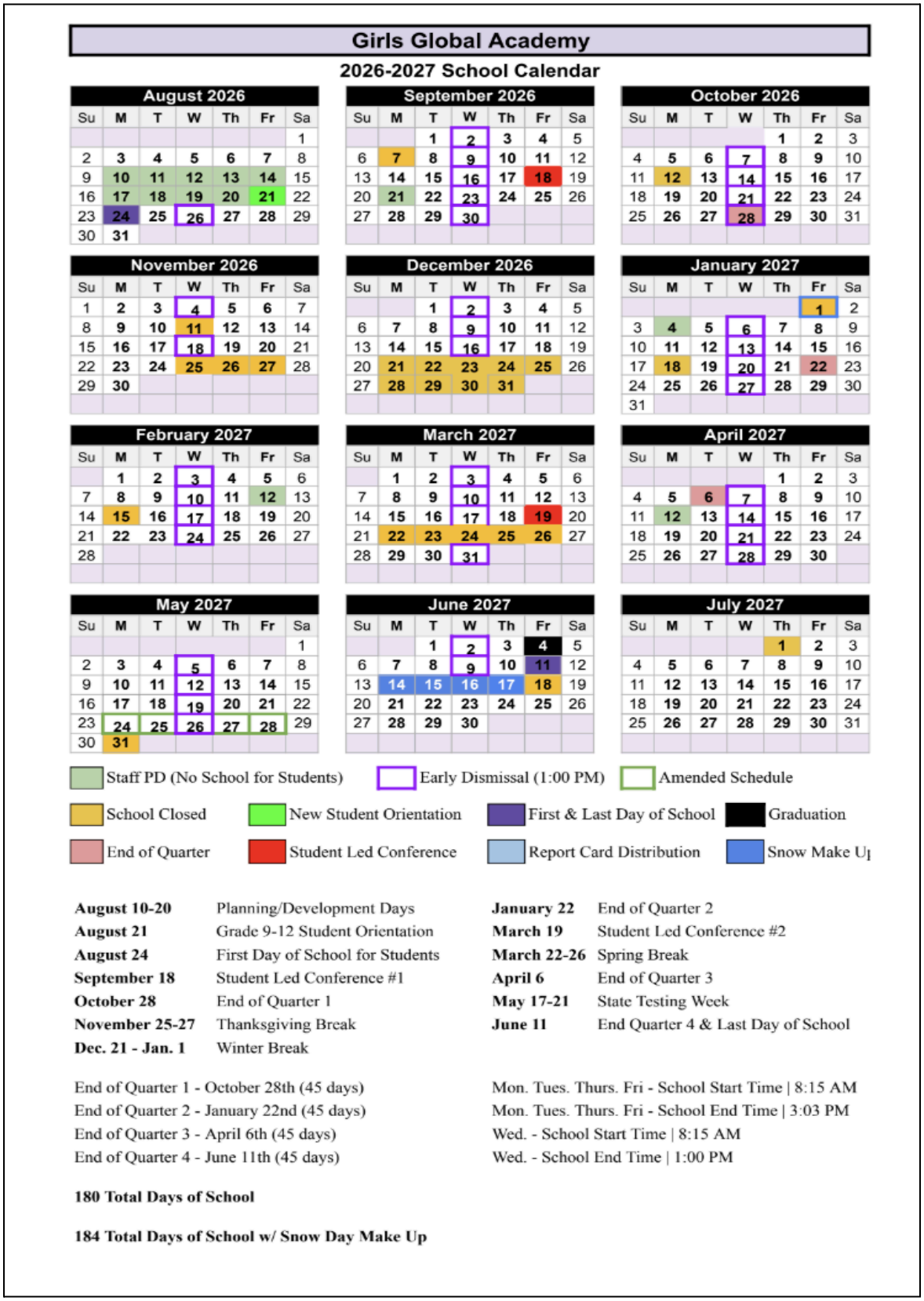
The mission of Girls Global Academy is: ***fostering pathways to lead and learn***. All GGA graduates will attain the mindsets, behaviors, competencies and skills to ensure success in college and career.

Our Motto is *Because You Matter* and our GGA Student and Family Handbook has important information about student programming, responsibilities, and policies of the school. One of our guiding principles is to create a school where every individual feels welcomed and valued. Your commitment to the core values of sisterhood, scholarship, service, and safety is critical to making GGA a community asset.

Together We Thrive,

Karen Venable Croft, Executive Director
Shayne Swift, Director of Programs and Community Engagement

School Calendar



Girls Global Academy

2026-2027 School Calendar

August 2026

Su	M	T	W	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2026

Su	M	T	W	Th	Fr	Sa
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October 2026

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November 2026

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December 2026

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January 2027

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February 2027

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28						

March 2027

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April 2027

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May 2027

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June 2027

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July 2027

Su	M	T	W	Th	Fr	Sa
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25	26	27	28	29	30	31

Staff PD (No School for Students) | Early Dismissal (1:00 PM) | Amended Schedule

School Closed | New Student Orientation | First & Last Day of School | Graduation

End of Quarter | Student Led Conference | Report Card Distribution | Snow Make Up

August 10-20	Planning/Development Days
August 21	Grade 9-12 Student Orientation
August 24	First Day of School for Students
September 18	Student Led Conference #1
October 28	End of Quarter 1
November 25-27	Thanksgiving Break
Dec. 21 - Jan. 1	Winter Break
January 22	End of Quarter 2
March 19	Student Led Conference #2
March 22-26	Spring Break
April 6	End of Quarter 3
May 17-21	State Testing Week
June 11	End Quarter 4 & Last Day of School

End of Quarter 1 - October 28th (45 days)
End of Quarter 2 - January 22nd (45 days)
End of Quarter 3 - April 6th (45 days)
End of Quarter 4 - June 11th (45 days)

Mon. Tues. Thurs. Fri - School Start Time | 8:15 AM
Mon. Tues. Thurs. Fri - School End Time | 3:03 PM
Wed. - School Start Time | 8:15 AM
Wed. - School End Time | 1:00 PM

180 Total Days of School

184 Total Days of School w/ Snow Day Make Up

Bell Schedules

Monday - Tuesday - Thursday - Friday

9th Grade		
Period	**Start Time**	**End Time**
Period 1	8:15 AM	9:09 AM
Period 2	9:12 AM	10:02 AM
Period 3	10:05 AM	10:55 AM
Lunch A	10:58 AM	11:28 AM
Period 4	11:31 AM	12:21 PM
Period 5	12:24 PM	1:14 PM
Period 6	1:17 PM	2:07 PM
Period 7	2:10 PM	3:00 PM

11th Grade		
Period	**Start Time**	**End Time**
Period 1	8:15 AM	9:09 AM
Period 2	9:12 AM	10:02 AM
Period 3	10:05 AM	10:55 AM
Lunch A	10:58 AM	11:28 AM
Period 4	11:31 AM	12:21 PM
Period 5	12:24 PM	1:14 PM
Period 6	1:17 PM	2:07 PM
Period 7	2:10 PM	3:00 PM

10th Grade		
Period	**Start Time**	**End Time**
Period 1	8:15 AM	9:09 AM
Period 2	9:12 AM	10:02 AM
Period 3	10:05 AM	10:55 AM
Period 4	10:58 AM	11:48 AM
Lunch B	11:51 AM	12:21 PM
Period 5	12:24 PM	1:14 PM
Period 6	1:17 PM	2:07 PM
Period 7	2:10 PM	3:00 PM

12th Grade		
Period	**Start Time**	**End Time**
Period 1	8:15 AM	9:09 AM
Period 2	9:12 AM	10:02 AM
Period 3	10:05 AM	10:55 AM
Period 4	10:58 AM	11:48 AM
Lunch B	11:51 AM	12:21 PM
Period 5	12:24 PM	1:14 PM
Period 6	1:17 PM	2:07 PM
Period 7	2:10 PM	3:00 PM

Bell Schedules

Wednesday

Schoolwide Schedule

Time	Activity	Length
7:50–8:20 AM	Arrival & Breakfast	30 min
8:20–9:00 AM	Community Meeting	40 min
9:00–9:03 AM	Transition	3 min
9:03–10:53 AM	Wednesday Success Block	110 min
10:53–10:56 AM	Transition	3 min
10:56–11:40 AM	Elective/Club Block 1	44 min
11:40–11:43 AM	Transition	3 min

Success Block by Grade

Grades	9:03–10:33 AM	10:33–10:53 AM
Grades 9–11	ELA/Math Intervention — 90 min	WIN (What I Need) — 20 min
Grade 12	Credit Recovery/Intervention — continuous	Continues — 110 min total

Staggered Lunch and Elective/Club Block 2

Grade Band	First Rotation	Transition	Second Rotation
Grades 9 & 11	Lunch 11:43–12:13 30 min	12:13–12:16 3 min	Elective 2 12:16–1:00 44 min
Grades 10 & 12	Elective 2 11:43–12:27 44 min	12:27–12:30 3 min	Lunch 12:30–1:00 30 min

Grades 9–11: 90-minute intervention + 20-minute WIN | Grade 12: 110-minute Credit Recovery/Intervention

Admissions & Enrollment Policy

Girls Global Academy (GGA) uses the MySchoolDC common application lottery to process enrollment for prospective students to Girls Global Academy. The process allows all girls in the District of Columbia who are interested in attending GGA the opportunity to do so. GGA will neither discriminate nor conduct aptitude or achievement tests for enrollment.

My School DC Lottery Preferences

1. **Children of Staff:** Preference for children of their staff members applying to their school. There is no place on the application to indicate eligibility; however to qualify, the school must verify that the applicant is a full-time staff member and a DC resident. Schools will inform My School DC directly of any applicants who are eligible for this preference.

2. **Sibling Attending:** Preference for a student who has a sibling currently attending the school. There is a place on the application to enter the name of a sibling(s) currently attending the school. Before the lottery, the school will verify eligibility for that preference. Please note that at most schools, this preference is meant to allow siblings to attend the same school at the same time. If you withdraw the "attending" student for the following school year, it is possible that your sibling preference, and subsequent enrollment, match or waitlist offer, will be revoked. Girls Global Academy's definition of "sibling" is having one or both of the same parent/guardian named on the legal birth certificate or has court appointed guardianship/caregiver documentation and resides in the same household. Note, this definition may vary by school.

3. **Sibling Offered:** Preference for a student whose sibling is matched in the lottery or offered a seat from the waitlist. This preference is meant to allow siblings to attend the same school at the same time. If the sibling who was offered a space at the school does not enroll at that school or later enrolls at another school, the "sibling offered" preference may be removed for all siblings that applied to that same school. This may result in the siblings losing their match, or moving down on the waitlist at that school. The siblings will remain on the school's waitlist but will be assigned a new waitlist position based on their random lottery number or post-lottery submission date and any other preference they qualify for. If the sibling who was offered a space does enroll at the school, the preference remains as "sibling offered" for all siblings that applied to that same school; it does not change to "sibling attending." Girls Global Academy's definition of "sibling" is having one or both of the same parent/guardian named on the legal birth certificate, or

has court appointed guardianship/caregiver documentation and resides in the same household. Note, this definition may vary by school.

Girls Global Academy My School DC Profile

Qualifications to Enroll

1. Submit an application through the **My School DC Lottery.**
2. Reside in the District of Columbia and provide the Office of the State Superintendent (OSSE) acceptable proof of residency.
3. Submit and complete all required enrollment documents by communicated deadline.
4. Students enrolling in 11th grade must have 13 credits in the following subject areas:
    - 2 English
    - 2 Mathematics
    - 2 Social Studies
    - 2 Science
    - At least 5 credits in other subjects

GGA will not admit new 12th grade students. Grade 12 lottery applicants must meet the GGA graduation requirements and be able to transfer sufficient IB Course and Pathways credits to meet the graduation requirements. GGA complies with MySchoolDC waitlist policy.

All students are required to complete the re-enrollment process each year during the open enrollment period.

Transfer Students

Transferring students must present their grade transcript at the time of enrollment. Upon review of transfer student transcripts, GGA will honor the credits that have been earned by students from other schools for the same course. GGA will give students a schedule that will prepare them for promotion to the next grade. After admitting students, the GGA grading scale for course work applies. In order for a transfer student to be considered a senior: 18 credits must be earned, three years of high school must be successfully completed, and the student must be enrolled in the required courses needed for graduation.

Students who decide to enroll in GGA after grade 9 must complete all required courses.

GGA will admit new grade 11 students; however, these students may not qualify for the pathways certificate as a result of their entry grade. The grade 9 pathway coursework (Engineering Essentials and Leadership & Wealth Management) will be waived for grade 11

transfer students. Girls Global Academy will provide students with the pathways course progression in order to qualify for the CTE certificate option as a transfer student. Students enrolled in grade 11 as a transfer student will choose a Pathway, either Engineering or Business and be placed in the required course (Principles of Engineering or Principles of Business and Business Economics). Students will take as many courses as possible in the Engineering or Business pathway prior to graduation. The placement in multiple pathways courses during grade 12 is dependent on a student's unique scheduling needs. Grade 11 transfer students will also be given a world language placement exam if there are no transferring world language credits to determine scheduling needs. Students that enroll in grade 9 with advanced world language credits will be enrolled in advanced language courses.

GGA will not admit new grade 12 students, as they would not have the requisite Career Pathways and IB coursework needed for graduation. Transferring students must present their grade transcript at the time of enrollment. Upon review of transfer student transcripts, GGA will honor the credits that have been earned by students from other schools for the same course. Thereafter, the GGA grading policy and graduation requirements are followed.

Students may apply for a waiver to these graduation requirements, particularly in the event that they are transferring from another school. Waivers will be granted at the administration's discretion, only with significant cause, and with an eye toward preserving as much of the full GGA graduation requirements for each student as possible.

In particular, transfer students may apply for a waiver from Pathways courses. Waivers for Pathways courses will be granted only if completion of the Pathways/CTE courses impedes a student's ability to complete other graduation requirements.

GGA will not grant waivers for 11th grade IB coursework, so any transferring 12th grader must be able to transfer sufficient IB course credits to meet these graduation requirements.

Mid-year Transfers

Mid-year transfers defined by Office of the State Superintendent of Education (OSSE) is a student's movement from their current school to another public school (DCPS or charter) or entry into the DC public school system for the first time *after* the standard enrollment audit period, generally extending from October through mid-March.

GGA makes the final determination each year on whether to extend mid-year transfers to prospective students.

Student Withdrawal Process

To withdraw from GGA, the parent/guardian must complete a GGA Student Withdrawal Form. Upon submission, the Registrar will contact the receiving school to request an Official Records Request. The following items must be received or paid in full before GGA will release student records:

- Chromebook/Charger (Review Technology Policy Agreement)
- Internet Hotspot (if applicable)
- GGA Athletics Uniforms (if applicable)
- Uniform Rental Charges (if applicable)

If a student is withdrawn from the GGA database for any reason,including being detained in a Juvenile Detention Center in any state,and desires to enroll at GGA again, they must submit an application through the My School DC Lottery, and be added to the GGA waitlist, with no previous enrollment preference. This is not optional and individual cases will not be considered.

If a student is expelled or up for expulsion and chooses to withdraw prior to GGA completing the disciplinary process, they are not eligible to enroll again.



Section I: Sisterhood Pillar

Advisory and Community Meetings

As the cornerstone value on which Girls Global Academy is founded, we define sisterhood as a welcoming and supportive community; honoring and respecting the connections between one another, bringing greater focus to concerns girls grapple with, and collaboratively exploring the possibilities of what can be. True global sisterhood is about discussing the universal struggles of womanhood and learning that takedown culture (girl vs. girl) doesn't have to be the default. Girls and their voices matter at GGA and we strive to elevate all students' potential through a shared language that celebrates identity, encourages truth-speaking, and enables a student to write their own narrative of the future.

Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Advisory	Advisory	Community Meetings	Advisory	Advisory

What does Advisory look like at Girls Global?

Advisory is an opportunity for students to explore academic, social, and college/career topics in safe and comfortable spaces with a smaller cohort of students. Facilitated by an instructional staff member, the focus is on positive student-to-student and student-to-adult relationships that develop through discussions, activities, and mini-projects.

Subjects for advisory include (but not limited to) the following:

- Sisterhood Bonding
- Reviewing Expectations Matrix
- Mental Wellness
- Global Citizenship
- Growth Mindset
- Digital Citizenship
- Future-Ready Skills
- Graduation Requirements
- Academic Supports
- Book Study

What does an advisor do at Girls Global?

Because your student will see their advisor at the beginning of each school day, the advisor is the first point of contact with the school once the year begins. You can contact your student's advisor to check on student progress. Your student's advisor will facilitate the subjects listed above in advisory cohorts, support the advisory cohort with leading community meetings, and support your student with facilitating student-led conferences at Girls Global Academy.

Your student's advisor is your first point of contact for your student since the advisor is the first person your student sees Monday-Friday.

How is advisory graded?

Advisors will score students based on the rubric below. Students should arrive on time to advisory, participate in all activities, and be open to ways they can improve themselves using our four pillars. Students will also self-assess at both the Fall and Spring Student-Led conferences and share reflections with their families.

THE TRAILBLAZERS WAY -RUBRIC

	Emerging → Seldom	Developing → Sometimes	Proficient → Often	Exemplary - Almost Always
Sisterhood	• **Communicates** with others by using their preferred names & pronouns • **Cares for** & **supports** others by using positive, affirming language. • **Repairs** harmful behaviors by admitting fault & restoring relationships by apologizing • **Celebrates** the accomplishments of others by giving kudos & shout outs • **Reflects** on relationships with others by self- evaluating strengths & areas of growth			
Scholarship	• **Collaborates** with peers by actively listening to others ideas & perspectives with an **open-mind** • **Cites** and uses reliable, varied sources used in research & submits original work • **Takes risks** by participating in class even when unsure of accuracy & correctness • **Uses** a growth mindset to push through challenges with assignments • **Organizes** for success by using resources & tools available			
Service	• **Investigates** meaningful issues in the **local & global context by** conducting **research using reliable, varied sources** • **Plans for** action by creating timelines, dividing work with the team, & developing measurements of success • **Acts** on plans by leveraging resources, documenting experiences, & checking back on the plan & the vision • **Reflects** on service by evaluating strengths & weaknesses, & how differences are made within yourself & community • **Advocates** for issues by sharing & **celebrating** highlights, **impacts** made, & how the project can be sustained.			
Safety	• **Self-manages** emotions, thoughts, behaviors by using stress management strategies & techniques • Makes **caring** & constructive choices about **personal behavior** by **evaluating** the consequences of one's actions • **Maintains** healthy relationships by resolving conflict constructively, asking others for help, & setting boundaries • **Empathizes** with others who are different by recognizing their strengths & **listening to others perspectives.** • **Understands** one's own **culture** & their impact on others by **evaluating** how one shows up in a space.			

What do Community Meetings look like at Girls Global?:

At Girls Global Academy, we believe that voice and choice happens in a variety of settings and will be a hallmark of our Wednesday Community Meetings. Community Meetings at Girls Global Academy are student-led and provide an opportunity for all stakeholders (students, staff, parents, and community members) to come together to do the following:

- Greetings and fellowship
- Positive Affirmations
- Mindful Movement
- Team-building Activities
- Community Learning
- Important Announcements

**Student groups will take turns in their advisory cohorts leading the meetings with the support of their advisor as a facilitator and guide.

School Culture Overview

In order for Girls Global to achieve both our vision and mission for our students to become active, global changemakers, our team understands how critical it is to establish a rigorous, safe, and supportive school culture. This is accomplished through our advisory cohorts, weekly whole school community meetings, curriculum and courses, and Enrichment Wednesday.

Sisterhood icon: Our girls understand that while they may not be related by blood, the bond that they create at GGA will last a lifetime. Regardless of differences, GGA students understand that every girl has unique potential and abilities that are celebrated by everyone. In times of distress and challenge, GGA students can count on each other, the staff, and the community to uplift them.

Our girls know that a growth mindset approach is key to academic success and that deficit mindsets are detrimental. At GGA learning from ‘failure’ and mistakes are encouraged. Continued improvement through multiple iterations is important emphasizing both the learning journey and its outcomes.

”Because YOU matter” is about more than ourselves. We live in a global world and ripple effects have both small and large impacts. Our girls will develop a “roll up our sleeves” approach to making change using compassion and understanding of both themselves and others.

From day one, girls are exposed to the vision and values of school, emphasizing the purpose - "because we matter". While there are clear academic and behavioral expectations set, it is clear

that students see assignments and classroom spaces as opportunities to learn and take risks. Teachers establish relationships with students, not for academic reasons alone, but to push girls to achieve their personal bests.

Positive Behavior Systems & Restorative Practices

As part of our mission to empower students to make healthy and responsible choices, we are adopting the PBIS system to encourage positive behavior and restorative practices for making amends when harm has been done.

What is PBIS?

PBIS stands for Positive Behavior Intervention Systems and is an "implementation framework for increasing effectiveness of efforts to promote respectful, responsible, and safe teaching and learning environments." PBIS is a research-based practice that gives positive acknowledgements for behavior, and includes a social emotional learning component and provides consistent expectations across the school.

Our expectations matrix is based on our four pillars of Sisterhood, Scholarship, Service, and Safety. Our expectations matrix (virtual; hybrid; on-campus) will be taught and reviewed throughout the school year.

What are Restorative Practices?

"Restorative Practices is a set of philosophies and approaches to building community and responding to harm with roots in indigenous traditions." Students who commit a behavior infraction apologize to their classmates (and often teachers, families or other community members), explain their actions, and listen to feedback and observations about how their behavior affected others. Restorative practices include restorative circles which support repairing harm. The circles could be whole class or small circles with just the parties involved.

We believe that these circles may have a preventative use as well—students can see how their actions affect others and will be less likely to repeat the same poor choices and/or will be less likely to commit the behavior infraction themselves. Restorative practices also build the skill of apologizing, making amends, listening, accountability and empathy, positive behaviors that may enable students to think twice before they commit

a negative behavior. The focus is on building relationships and community, and on creating positive change. Restorative practices allow students to be reflective (engendering self-awareness), make responsible choices, and think about how individual behavior affects others and the community as a whole (social awareness). Students feel that they are part of a

supportive community (a sisterhood) that they would not want to "let down." Restorative practices also serve as a healing process and to re-integrate students into the community.

Athletics Program

GGA Academic Eligibility

Students must have passed 70% of available courses from the previous term AND must be enrolled in 100% of a full schedule during their current term to be academically eligible through the PCSAA. GGA offers academic pathways for our students to earn credits toward graduation. The grade point average equivalency must equal at least 2.0 at the end of each quarter for the academic year to be considered eligible for athletics.

Codes of Conduct

During Competition, it is the responsibility of all competing team's athletic directors and coaches to maintain a safe and organized sideline. Unauthorized individuals, including students (non-team members), parents, and children shall not be on sideline or playing area before, during, or after a competition, Student team managers are considered a part of the team, but only a maximum of two (2) student managers may be present on the sideline before, during, and after the contest. Furthermore, student team managers must wear team uniform polo shirts to identify them as a team manager.

Student Handbook Violations

Disregard or repeated violation of Girls Global Academy Student Handbook will be considered a violation of the Athletic Code and will result in progressive disciplinary action up to and including complete removal from GGA Athletics. Any and all violations of MTSS during the school day will result in a subsequent disciplinary action.

For more information: Official GGA Athletics Handbook

Girls Global Academy School Norms

Every Trailblazer is expected to begin conducting themselves in a way that is appropriate for college and the professional world. In order to uphold an orderly learning environment, Trailblazers will be held to the following expectations every day at Girls Global Academy:

Classroom Norms:

- Arrive on time, prepared to begin on time.
- Enter the room in an orderly manner, be seated, and begin on the assigned task.
- Be respectful of yourself, your classmates and your teacher.
- Be engaged and on-task throughout the class period.
- All assignments should be completed and submitted on time.
- If you are asked to leave the classroom, do so calmly and follow the direction of the teacher; any questions about the situation may be directed to the Dean of Students or administrators in the building.
- Clean up your work space and exit the classroom calmly after the teacher dismisses you.
- We value celebration of all members of our community.

Hallways and Stairwells Norms:

- Move calmly. Do not run as it may endanger yourself or others
- Report to all assigned classes
- Quiet conversation is acceptable; loud, boisterous conversation is not.
- Discard trash in containers provided
- Be aware of traffic flow. Do not stand in groups as hallways are narrow and social distancing is required
- We engage in appropriate physical manner in the halls.Horseplay, altercations, and public displays of affection (PDA is not permitted).
- We use language that is appropriate for school.

Cafeteria Norms

Breakfast and lunch are served at designated times in the cafeteria. Trailblazers who use the cafeteria must abide by the guidelines listed below.

- Treat all food service staff, cafeteria supervisors, and fellow trailblazers with courtesy and respect. Trailblazers are to walk in the cafeteria.
- The line in the cafeteria must be orderly at all times.
- Do not order food from outside the cafeteria.
- Consume all food and drink in the cafeteria
- Keep dining spaces clean and neat upon scholar exit.
- Remain seated after they have received their lunch. They should only move around to throw away their lunch trays or to use the restroom. Trailblazers must exit the cafeteria in an orderly manner.

Field Trip Dress Code

Trailblazers must adhere to the Girls Global Academy Dress Code when attending field trips unless otherwise specified by the Director of Programs and Community Engagement.

Jewelry and make-up

- Earrings are permitted
- If body piercings are either distracting or potentially hazardous to school activities, trailblazers will be required to remove them during school hours.
- Any distracting or potentially offensive wrist wear is prohibited.

Distracting Clothing

- Clothing or jewelry that is determined by any teacher or staff member as being a disruption from the learning progression is not permitted.

Section II: Scholarship

Academic Overview

When the GGA team selected standards, the most important factor was that the standards align with our philosophy and approach to teaching and learning, and exemplify both our *mission and vision*. The standards must also connect with the four pillars of *sisterhood, scholarship, service, and safety*, and emphasize the *global* community. Most importantly, we want to make all educational materials *accessible* to all learners, take an i*nquiry* stance in our approach, and be *culturally responsive* to the demographic of the students we serve.

For that reason, Girls Global Academy has adopted the following to prepare our students for both college and career:

- Common Core State Standards
- International Baccalaureate
- Career and Technical Standards for:
    - Engineering Pathway
    - Business Pathway

Graduation Requirements

Girls Global Academy Public Charter School ("Girls Global Academy PCS") will meet standard graduation requirements set by District of Columbia Public Schools. Girls Global Academy PCS offers International Baccalaureate (IB), Advanced Placement (AP), and Career and Technical Education (CTE) courses in the student's regular schedule. All Girls Global Academy students will have the same promotion requirements. If a student is recommended for retention, the Success team, led by the College and Career Readiness Counselor, will review and revise the Personalized Learning Plan, meet with the parent/guardian and student, and articulate the path forward for credit recovery which may include summer school sessions.

Students in Washington, D.C. are required to take at least 2.0 credits of their 24.0 credits in college level or career preparation approved courses to include IB, AP, and CTE courses. Girls Global Academy students will meet the community service requirement of 100 hours through service learning during LEADership academy and out of school service projects.
Paid experiences **do not** count for service learning. Students at Girls Global Academy PCS will participate in a variety of service learning experiences each year they are enrolled.

Credits: A minimum of 25.5 credits must be obtained as a student at Girls Global Academy PCS. Please see the breakdown below.

Girls Global Academy Public Charter School Graduation Requirements

**indicates required course for graduation*

English 4 credits	1 credit in English 9* 1 credit in English 10* 1 credit in English 11* 1 credit in English 12*
Mathematics 4 credits	1 credit in Algebra 1* 1 credit in Geometry* 1 credit in Algebra II* 1 credit in upper level course*
Social Studies 4 credits	1 credit in World History I* 1 credit in World History II* 1 credit in US History* .5 credit in US Government* .5 credit District of Columbia History* .5 credit Women's Studies IB Psychology HL, AP World History, AP US History, AP US Government can replace same name non AP/IB course
Science 4 credits 3 credits in lab sciences and 1 additional science course	1 credit in Biology* 1 credit in Chemistry 1 credit in Environmental Science 1 credit in Physics IB Environmental Systems and Societies SL, AP Biology can replace same name non AP/IB course
Physical Education and Health 1.5 credits	.5 credit Physical Education I* .5 credit Physical Education II* .5 credit in Health* Physical education credit can be earned through a school sanctioned sports program
Fine Arts 1 credit	.5 credit in Art A/B* .5 credit in Music* IB Art HL can replace same name non AP/IB course
Pathways and CTE options	1 credit Engineering*

2 credits 3 total credits for qualifying courses in the chosen engineering or business pathway for the Certificate	1 credit Business* Courses that count towards Engineering* Credits: Engineering Design, Environmental Sustainability, Civil Engineering, Aerospace Engineering, Engineering Design and Development Courses that count toward Business* Credits: Principles of Business, Principles of Marketing & Principles of Finance, Principles of Management & Business Strategies
World Languages 2 credits	1 credit in World Language 1 1 credit in World Language 2
Electives 3 credits	Any elective course listed will count as an elective. Credits earned over the minimum requirements will count toward elective
Service Learning	100 hours
Total Credit Hours	25.5

Promotion Requirements

The mission of Girls Global Academy (GGA) is to provide pathways to lead and learn. The ultimate pathway is to prepare girls to graduate from Girls Global Academy and succeed in the career path of their choice. This begins with academic success and building social and emotional skills starting in grade 9. To ensure success, GGA has high expectations and all expectations are grounded in academic mastery.

A rigorous academic program will be combined with monitoring, active support, and feedback. GGA has designed a school schedule that is prepared for students who will need academic support and may be at risk for retention. The Coordinators, in consultation with the student advisors, will take an active role in coordinating and communicating with families about their student's progress and in creating personal learning plans with students.

Consistently monitoring student progress towards mastery is combined with curriculum aligned assessments and evaluation of student achievement across all subject areas and grade levels. There are opportunities during the school day for students to receive supplemental academic support, and improve demonstration of mastery by revising substantial pieces of work like essays

and projects. Students will be at risk of retention if they do not meet the promotion requirements. All promotion requirements apply to all students enrolled at GGA. The promotion requirements for GGA are the following:

1. Students must earn an average score of a 3 in core academic classes. The core academic course includes English, Mathematics, Science, Social Studies, and Pathways.
2. Students must pass the required number of core courses each year.
3. Students that have 10 or more unexcused absences in a course are eligible for failing that course.
4. Complete the credit requirements each year.

Entering Grade	Minimum Credits Needed	Required Credits for Promotion
10	6	1 English, 1 Mathematics, 1 Social Studies, 1 Science, and two credits in other subjects
11	13	2 English, 2 Mathematics, 2 Social Studies, 2 Science, at least 5 credits in other subjects
12	18	3 English, 3 Mathematics, 3 Social Studies, 3 Science, 1 credit in World Language, and at 5 least credits in other subjects

Academic Support & Promotion Intervention

Students who have passed their classes with a 3 or better are promoted to the next grade level. If a student has failed one class, they will do credit recovery, summer school, or a blended learning model.

Students who are failing two or more of their core subject area classes are in danger of retention and will be required to attend the academic resource class. Grade Level teams will monitor students' progress through our MTSS process. Students who enter below grade level will be provided the requisite support elements to include academic resource class, small group instruction, differentiated instruction, summer school, and credit recovery options (described above). GGA will provide opportunities for students in grade 9 or grade 10 to earn credits to ensure they graduate on time. The opportunities will not disrupt the scheduled daily course work. We will work with the student to create the education plan with goals to ensure their path for promotion and graduation is intact. If students are performing below the average score of 3, we will reach out to parents/guardians to discuss all options including retention.

Credit recovery will be offered to students who have not received a credit in core subject areas of English, Math, Science, and Biology. Credit recovery will not be for first-attempt credits.

2026 - 2027 Course Catalog

CORE CONTENT COURSES

ENGLISH

English Language Arts 1 - 9th Grade | **1 Credit, 1 Year, Graduation Requirement**
English Language Arts 9 is an exploration of genres through a diverse group of classic and contemporary writers represented from around the globe. Through novels, poems, stories, and plays, students learn more about their own personal identity and the identity of others. Critical reading/literary analysis is balanced with open-ended engaging projects which are both essential to supporting students in college and career readiness standards.

English Language Arts 2 - 10th Grade | **1 Credit, 1 Year, Graduation Requirement**
English Language Arts 10 is an exploration of genres through a diverse group of classic and contemporary writers represented from around the globe. Through novels, poems, stories, and plays, students learn more about their own personal identity and the identity of others. Critical reading/literary analysis is balanced with open-ended engaging projects which are both essential to supporting students in college and career readiness standards. ● Must have passed English I

English Language Arts 3 - 11th Grade | **1 Credit, 1 Year, Graduation Requirement**
English Language Arts 11 is an exploration of genres through a diverse group of classic and contemporary writers represented from around the globe. Through novels, poems, stories, and plays, students learn more about their own personal identity and the identity of others. Critical reading/literary analysis is balanced with open-ended engaging projects which are both essential to supporting students in college and career readiness standards. ● Must have passed English I and English II

IB Language A, Year 1 - Language and Literature | **1 Credit, 1 Year (Replaces English Language Arts 3 - 11th Grade)**
The language A: language and literature course aims at studying the complex and dynamic

nature of language and exploring both its practical and aesthetic dimensions. The course will explore the crucial role language plays in communication, reflecting experience and shaping the world, and the roles of individuals themselves as producers of language. Throughout the course, students will explore the various ways in which language choices, text types, literary forms and contextual elements all affect meaning.

- Must have passed English I and English II

English Language Arts 4 - 12th Grade |
1 Credit, 1 Year, Graduation Requirement

English Language Arts 12 is an exploration of genres through a diverse group of classic and contemporary writers represented from around the globe. Through novels, poems, stories, and plays, students learn more about their own personal identity and the identity of others. Critical reading/literary analysis is balanced with open-ended engaging projects which are both essential to supporting students in college and career readiness standards.

- Must have passed English I, English II, English III or IB Language A - Language and Literature

IB Language A, Year 2 - Language and Literature |
1 Credit, 1 Year (Replaces English Language Arts 4 - 12th Grade)

The language A: language and literature course aims at studying the complex and dynamic nature of language and exploring both its practical and aesthetic dimensions. The course will explore the crucial role language plays in communication, reflecting experience and shaping the world, and the roles of individuals themselves as producers of language. Throughout the course, students will explore the various ways in which language choices, text types, literary forms and contextual elements all affect meaning.

- Must have passed IB Language A, Year 1 - Language and Literature

Reading and Writing Concepts I, II, III, IV
1 Credit, 1 Year, IEP Certificate of Completion Requirement

This course provides students with reading and writing materials that are appropriately aligned to their cognitive abilities. The course uses adaptive learning curricula and provides students the space to develop their critical thinking skills necessary for independent daily living tasks.

This course is designed for students on an IEP Certificate of Completion track.

MATHEMATICS

Algebra I |
1 Credit, 1 Year, Graduation Requirement

This course will focus on topics such as writing, solving and graphing linear equations, inequalities, absolute values, and systems of linear equations, inequalities and absolute values. Students will also work with multiple representations of linear and exponential functions with a review of exponents, including exponential growth and decay. Operations on polynomials will be studied along with factoring and solving, particularly with quadratics. Transformations of quadratic equations and their graphs, and solving for zeros will be emphasized.

Geometry |
1 Credit, 1 Year, Graduation Requirement

Students have learned how to use algebraic functions to describe various situations in addition to learning skills that help with the usage of algebraic expressions to solve problems. In Geometry, students will continue to use their algebraic skills and apply them to geometric problems. Geometry is the branch of mathematics that deals with the shape and size of objects that we find all around us. As students study geometry, they will discover and use relationships among geometric shapes.

Algebra II |
1 Credit, 1 Year, Graduation Requirement

This class focuses on representation and modeling, algorithms, and reasoning and communication. Students will learn how to explore functions in more depth, deal with exponential functions, take quadratics to the next step, work with linear systems and matrices, work with logarithms and inverse functions, apply more knowledge to polynomial functions and their properties, identify circular functions, apply trigonometric function properties and work with conics. Probability and statistics will also be addressed.

- Must have already passed Algebra I

Pre-Calculus |
1 Credit, 1 Year, Fulfills Upper Level Math Graduation Requirement

This class focuses on representation and modeling, algorithms, and reasoning and communication. Students will learn how to explore functions in more depth, deal with exponential functions, take quadratics to the next step, work with linear systems and matrices, work with logarithms and inverse functions, apply more knowledge to polynomial functions and their properties, identify circular functions, apply trigonometric function properties and work with conics. Probability and statistics will also be addressed.

- Must have already passed Algebra I, Algebra II

College Algebra
1 Credit, 1 Year, Fulfills Upper Level Math Graduation Requirement

This course provides students with practical mathematics instruction and covers concepts appropriately aligned to their cognitive abilities. The course uses adaptive learning curricula and provides students the space to develop their critical thinking skills for practical mathematics applications.

This course is designed for students on an IEP Certificate of Completion track.

Concepts of Mathematics I, II, III, IV
1 Credit, 1 Year, IEP Certificate of Completion Requirement

This course provides students with practical mathematics instruction and covers concepts appropriately aligned to their cognitive abilities. The course uses adaptive learning curricula and provides students the space to develop their critical thinking skills for practical mathematics applications.

This course is designed for students on an IEP Certificate of Completion track.

SCIENCE

Biology |
1 Credit, 1 Year, Graduation Requirement

The Biology course focuses on scientific inquiry, engineering, and STEM practices through phenomena and problems that are presented in the form of an essential question to answer at the end of each unit. Students explore what this problem looks like in another part of the world while engaging a similar problem in the local context through science labs and case studies. Topics studied include the nature of life, ecology, cells, genetics, evolution, and biodiversity.

Chemistry |
1 Credit, 1 Year, Graduation Requirement

Chemistry 1 provides students the opportunity to develop their critical thinking skills as they acquire a better understanding of the chemical nature of our world. Students investigate the composition, properties, and reactions of matter. The approach is inductive, mathematical, and conceptual. Laboratory experiments and subsequent classroom analysis are integral components of the course.

- Must have passed Biology

Environmental Science |
1 Credit, 1 Year, Graduation Requirement

Course outcomes focus on scientific inquiry, the physical world, the living environment, resource conservation, human impact on the environment, as well as legal and civic responsibility. Students will focus on data collection and analysis through laboratory experiences and field work, including descriptive and comparative studies. Through a variety of learning experiences to include career education opportunities, students will gain foundational scientific process skills and environmental literacy to engage the community and provide diverse points of view about the management of natural resources.

- Must have passed Biology and Chemistry

Earth Sciences |
1 Credit, 1 Year, Graduation Requirement

The Earth and Space Science course is a course focusing on the study of space, geologic structures and forces, the waters on our planet, and the atmospheric forces that shape our world. Students will explore the Earth's spheres including the geosphere, hydrosphere, cryosphere, atmosphere, and the cycles of the Earth such as the water and carbon cycle. Students will learn about scientific inquiry, geologic time, space exploration, the solar system, and the universe.

- Must have passed Biology, Chemistry and Environmental Science OR IB Environmental Systems and Societies, Year 1

IB Environmental Systems and Societies, Year 1 of 2 |
1 Credit, 1 Year (Replaces Environmental Science- 11th Grade)

ESS is firmly grounded in both a scientific exploration of environmental systems in their structure and function, and in the exploration of cultural, economic, ethical, political and social interactions of societies with the environment. As a result of studying this course, students will become equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world.

- Must have passed Biology and Chemistry

IB Environmental Systems and Societies, Year 2 of 2 |
1 Credit, 1 Year (Replaces Earth Sciences - 12th Grade)

ESS is firmly grounded in both a scientific exploration of environmental systems in their structure and function, and in the exploration of cultural, economic, ethical, political and social interactions of societies with the environment. As a result of studying this course, students will become equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world.

- Must have passed IB Environmental Systems and Societies, Year 1

Concepts of Science I, II, III, IV
1 Credit, 1 Year, IEP Certificate of Completion Requirement

This course provides students with instruction about scientific inquiry, physical and life science topics, and the human and environment relationship appropriately aligned to their cognitive abilities. The course uses adaptive learning curricula and provides students the space to develop their critical thinking skills for understanding the world around them.

This course is designed for students on an IEP Certificate of Completion track.

SOCIAL STUDIES

World History I |
1 Credit, 1 Year, Graduation Requirement

The World History course engages students through stories and eventful times to conduct historical investigation and analysis of both primary and secondary sources. Students are challenged to think more deeply about personal, national, and global identity by assuming roles, participating in decision trees, and simulations to develop reading, writing, speaking, and listening proficiencies.

World History II |
1 Credit, 1 Year, Graduation Requirement

The World History course explores multiple perspectives in history and their impact. Thematic concepts show students why history matters today. Writing, reading, and vocabulary, critical thinking, and note-taking instruction help students understand world history and ensure content mastery for all learners.

- Must have passed World History I

US History |
1 Credit, 1 Year, Graduation Requirement

American History provides students with the opportunity to acquire an understanding of the chronological development of the American people and government by examining the political, economic, social, religious, military, scientific, and cultural events that have affected the rise and growth of the nation. Content covered includes, but is not limited to: an understanding of geographic-historic and time-space relationship, changes and trends in American culture through the centuries, the Civil War as the solution to the secession issue, the technological and urban transformation of the country, and American foreign political development.

- Must have passed World History I and World History II

US Government |
.5 Credit, 1 Semester, Graduation Requirement

Students will examine fundamental constitutional principles; the organization of government at the federal, state, and local level; the rights and responsibilities of citizenship; the policy-making process; and the American economic system.

- Must have passed World History I, World History II, US History

History of the District of Columbia |
.5 Credit, 1 Semester, Graduation Requirement

This social science course examines the major events in Washington, DC's history, particularly in relation to the students' past learning of American history. Students will study the creation of Washington, DC and the subsequent historical developments of the capital city of the United States. Students will also study major influences, including slavery, war, emancipation, Reconstruction, urbanization, civil rights, and home rule.

- Must have passed World History I, World History II, US History

Concepts of Social Studies I, II, III, IV
1 Credit, 1 Year, IEP Certificate of Completion Requirement

This course provides students with instruction about current events, history, and concepts of geography appropriately aligned to their cognitive abilities. The course uses adaptive learning curricula and provides students the space to develop their critical thinking skills for accessing information about history and current events as they relate to students' lives.

This course is designed for students on an IEP Certificate of Completion track.

WORLD LANGUAGES

(2 Credits, Required for Graduation)

Girls Global will do its best to accommodate students and ensure continuity with world languages students may have started prior to their attendance at Girls Global.

Spanish One | 1 Credit, 1 Year
The Spanish One course immerses students in authentic cultural experiences through engaging theme-based learning to include culture, health, technology, and travel. Reading, writing, listening and speaking proficiency are emphasized to support students in language proficiency to communicate about themselves and their world.

Spanish Two | 1 Credit, 1 Year
The Spanish two course continues to immerse students in authentic cultural experiences through engaging theme-based learning on engaging topics. There is a continued emphasis on reading, writing, listening and speaking proficiency are emphasized to support students in language proficiency to communicate about themselves and their world. ● Must have passed Spanish One

Spanish Three | 1 Credit, 1 Year
The Spanish two course continues to immerse students in authentic cultural experiences through engaging theme-based learning on engaging topics. There is a continued emphasis on reading, writing, listening and speaking proficiency are emphasized to support students in language proficiency to communicate about themselves and their world. ● Must have passed Spanish Two

Chinese One | 1 Credit, 1 Year
The Mandarin One course immerses students in authentic cultural experiences through engaging theme-based learning to include culture, health, technology, and travel. Reading, writing, listening and speaking proficiency are emphasized to support students in language proficiency to communicate about themselves and their world.

Chinese Two | 1 Credit, 1 Year

The Chinese two course continues to immerse students in authentic cultural experiences through engaging theme-based learning on engaging topics. There is a continued emphasis on reading, writing, listening and speaking proficiency are emphasized to support students in language proficiency to communicate about themselves and their world.

- Must have passed Chinese One

Chinese Three | 1 Credit, 1 Year

The Chinese three is designed for students who have had at least two years of Chinese study. Students use their knowledge base of words and phrases to start constructing more complex writings through the use of a variety of texts with the goal of successfully navigating daily life.

- Must have passed Chinese Two

Chinese Four and Five | 1 Credit Each, 1 Year

This course focuses on applying Chinese language and cultural skills in real-world situations, and exploring a variety of topics in Chinese history, geography, music and arts, literature, daily life, and national and global issues. Students use teamwork, group online seminars, one-on-one conferences with the teacher, and a variety of engaging activities and experiential projects to meet individual needs. Students gain the high language proficiency and cultural competency to compare, examine, evaluate and solve conflicts successfully. (OneSchoolHouse)

- Must have passed Chinese Three

International Baccalaureate World Language Exploration (Language Development) (Year 1 of 2) | 1 Elective Credit, 1 Year

Language development ensures that all students have access to a language programme that will assist and further their understanding of the wider world. The ability to communicate in more than one language is essential to the IB's concept of an international education. Language development encourages students to improve their proficiency in a language other than their best language. Students choose what language they will self-study and develop a portfolio based on their learnings of the student's language of choice with facilitator support. Students will finalize their portfolios and prepare for demonstrations of learning.

International Baccalaureate World Language Exploration (Language Development) (Year2 of 2) | 1 Elective Credit, 1 Year
Language development ensures that all students have access to a language programme that will assist and further their understanding of the wider world. The ability to communicate in more than one language is essential to the IB's concept of an international education. Language development encourages students to improve their proficiency in a language other than their best language. Students choose what language they will self-study and develop a portfolio based on their learnings of the student's language of choice with facilitator support. Students will finalize their portfolios and prepare for demonstrations of learning.

PATHWAYS

ENGINEERING

Engineering Essentials | **1 Credit, 1 Year, Graduation Requirement**
Engineering Essentials is a course designed as a first-exposure experience to inspire students of all backgrounds to explore the breadth of engineering-related career opportunities. Throughout the course, students explore global engineering challenges and sustainability goals, the impact of engineering, and the variety of career paths available to them.

Intro to Engineering Design | **1 Credit, 1 Year, Graduation Requirement (if declared Pathway)**
Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects like designing a new toy or improving an existing product. ● Must have passed Engineering Essentials

Civil Engineering | **1 Credit, 1 Year, Graduation Requirement (if declared Pathway)**
Students learn important aspects of building and site design and development, and then they apply what they know to design a commercial building.

Environmental Sustainability|
1 Credit, 1 Year, Graduation Requirement (if declared Pathway)

Environmental Sustainability (ES) is a high school-level specialization course in PLTW Engineering. In ES, students investigate and design solutions to solve real-world challenges related to clean drinking water, a stable food supply, and renewable energy. Students are introduced to environmental issues and use the engineering design process to research and design potential solutions. Utilizing the activity-, project-, problem-based (APB) teaching and learning pedagogy, students transition from completing structured activities to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills

BUSINESS

Wealth Management |
1 Credit, 1 Year, Graduation Requirement

This project-based financial literacy and investment course develops student understanding and skills in such areas as personal finance, types of investment, the stock market, and stock valuation. Students acquire an understanding and appreciation of the need for personal financial management and investing. To encourage immediate implementation of financial literacy and investment skills, Wealth Management utilizes an on-going investment project for course delivery and reinforcement.

Principles of Business & Economics |
1 Credit, 1 Year, Graduation Requirement (if declared Pathway)

Principles of Business and Economics, a project-based business course, develops student understanding and skills in such areas as business law, economics, financial analysis, human resources management, information management, marketing, operations, entrepreneurship, operations, professional development and strategic management. Students engage projects like analysis reports, investigations in the local business community, and decision matrices.

- Must have passed Wealth Management

Principles of Marketing and Finance |
1 Credit, 1 Year, Graduation Requirement (if declared Pathway)

This project-based business course develops student understanding and skills in such areas as channel management, marketing-information management, market planning, and etc in addition to emphasizing accounting, cash flow, and finance with an emphasis on-decision-making. Current technology will be used to acquire information and to complete the projects. Throughout the course, students are presented problem-solving situations for which they must apply academic and critical-thinking skills. Formal reflection is an on-going component of the course.

Principles of Management & Business Strategies | 1 Credit, 1 Year, Graduation Requirement (if declared Pathway)
This project-based business course furthers student understanding of management, management functions, and business success. In the second portion of the course, students pull together everything they have learned through a Capstone project to plan, organize, staff, direct, and control business activities.

SPECIALIZED LEARNING

Specific Learning Support | Multiple Credits, 1 Year
This space is designed to support individual student needs based on IEP goals and/or 504 plans. The SLS classroom provides a safe and structured space for both individual and group learning with numerous physical and digital resources to support student social and emotional learning and growth. Students have access to general education curricula and programming with appropriately rigorous modifications and adaptations.

Content Based English as a Second Language | Multiple Credits, 1 Year
The academic content areas of English Language Arts, social studies, science, and mathematics are used as a vehicle for language learning to ensure that students master academic content and performance standards. Instruction is primarily in English, although native language support is provided when necessary and when possible. These classes are taught by ESL-certified teachers using a pull-out, push-in, or inclusion approach.

Transition Topics 1 Credit, 1 Year, IEP Certificate of Completion Requirement
This course provides students with a space to explore post-secondary educational opportunities and life skills. Topics may include personal finance, independent daily living skills, research skills, college applications and related skills, and career training. The course uses project-based learning to further student understanding of topics. Students may focus on topics of interest, in conjunction with IEP transition planning goals. This course is designed for students on an IEP Certificate of Completion track.

ELECTIVES

Art 1 | 1 Elective Credit, 1 Year, Graduation Requirement
Art will follow a historical timeline that studies the progression and application of the visual arts from ancient era to present day. Course content will introduce and develop skills and knowledge in the areas of art history, art criticism, design concepts, art production, and art careers. Experimentation with materials, understanding the principles and elements of art through research, and designing original artwork will be an integral part of this course.

Art 2 | 1 Elective Credit, 1 Year
Art will follow a historical timeline that studies the progression and application of the visual arts from ancient era to present day. Course content will introduce and develop skills and knowledge in the areas of art history, art criticism, design concepts, art production, and art careers. Experimentation with materials, understanding the principles and elements of art through research, and designing original artwork will be an integral part of this course.

IB Visual Art, Year 1 | 1 Credit, 1 Year
The Visual Arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media.

IB Visual Art, Year 2 | 1 Credit, 1 Year
The Visual Arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media.

IB Visual Art, Year 1&2 | 1 Credit, 1 Year

The Visual Arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media.

Music- Choir | 1 Elective Credit, 1 Year, Graduation Requirement

This music course offers students an opportunity to acquire a fundamental choral experience. Students are trained to demonstrate correct breathing, tone quality, voice blending diction, and interpretation of music notation. Aural recognition of basic voice categories is developed and three- and four-part harmonies are emphasized; using appropriate choral techniques for artistic performance is stressed. Students may participate in the city-wide adjudicated choral festival.

Music- Beginners Piano | 1 Elective Credit, 1 Year

This music course is designed to introduce a group of students to basic music fundamentals and history through piano skill development. Students learn familiarization with the keyboard, left and right hand coordination, note reading skills, scales, basic piano literature, and the history of music through the piano.

Physical Education | ½ Credit, 1 Year, Graduation Requirement

Curriculum is designed to engage high school students specifically using conceptual knowledge and high engagement activities that connect to the real world. Role-playing, decision-making, leadership,creation, and communication are embedded through character education to develop transferable personal and professional skills with the option to become Spark Fitness Instructor Certification.

Health Education | ½ Credit, 1 Year, Graduation Requirement

The Health Education course is designed to assist students in developing lifelong positive attitudes and behaviors to make wise decisions related to their personal health. Students study a variety of health topics to include community health, mental and emotional wellness, safety, nutrition, injury prevention, and sexual health. Students will have a clear understanding of how overall wellness is a part of their personal right and responsibility.

Advanced PE | 1 Elective Credit, 1 Year

This course guides students through an in-depth examination of the effects of exercise on the body. Students learn how to exercise efficiently and properly, while participating in physical activities and applying principles they've learned. Basic anatomy, biomechanics, physiology, and sports nutrition are all integral parts of this course. Throughout this course students participate in a weekly fitness program involving elements of cardio, strength, and flexibility. This course will also cover CPR/AED certification.

- Must have passed physical education

Sports Management | 1 Elective Credit, 1 Year

This Sports Management I course will provide a foundation in the principles of sports management. Students will learn the basic organizational and business structure of the sport, fitness, and leisure industries, and explore future trends and career opportunities for sport management personnel within various segments of the sports industry. Students will be able to describe managerial concepts and processes as they relate to the sport management industry.

- Must have passed physical education

Physical Education Pupil Instructor Program | 1 Elective Credit, 1 Year

The PEPI, Physical Education Pupil Instructor Program is an elective class for Juniors and Seniors who have an interest in working with children in various careers. You may be considering owning your own Daycare, you may want to manage a YMCA or perhaps you want to own a Gymnastic/Acro Facility to promote gymnastics. You may be interested in numerous possibilities of health care options with children - pediatric nurse, doctor, teacher and the list goes on. Students will be in the field, gym and classroom teaching depending upon the weather. This course is an introduction to what a PE teacher teaches along with lesson plans, preparation, and class expectations will have you prepared for your experiences. You will be working with Milestones Enrichment Center 3 to 4 days a week. On the 5th day, you will be in classroom planning and working with your co-teachers, planning for the next week of P.E.P.I. classes. You will be confident as you enter these classrooms, and the experiences will be life changing.

Student Leadership | 1 Elective Credit, 1 Year

Student leadership combines experiential and project-based learning to empower students to make a difference at their school, in the community, and world.

Student leadership supports the Girls Global Academy mission and vision of schools through the development of creative programming that contribute to a positive school climate and foster both academic and social-emotional growth.

Yearbook | 1 Elective Credit, 1 Year
This course is designed to develop students' skills in yearbook production by providing experiences in graphic design, photography, writing, and editing. Students learn basic principles of yearbook production and develop skills to include writing a copy, captions and headlines; digital photography; desktop publishing and using appropriate technology tools for media production.

ADVANCEMENT

Independent Study Academic Success | 1 Elective Credit, 1 Year
Academic Success Center is an opportunity for students to work independently on self-management, organizational and executive functioning skills, review of assignments and concepts, and work completion. Students practice applying the skills and strategies learned from academic courses.

LEADership Academy | ½ Elective Credit, 1 Year
LEADership Academy is the experiential learning component where students learn about important community issues, engage with people around the community issues, take action through awareness, service, advocacy, and/or philanthropy, and demonstrate impact through student-driven service-learning projects.

International Baccalaureate CP Personal Professional Skills | 1 Elective Credit, 1 Year
Personal and professional skills is designed for students to develop attitudes, skills and strategies to be applied to personal and professional situations and contexts now and in the future. In this course the emphasis is on transferable skills development for college and career as these are transferable and can be applied in a range of situations.

International Baccalaureate CP Service Learning | 1 Elective Credit, 1 Year
Service learning is the development and application of knowledge and skills towards meeting an identified and authentic community need. In this research-based approach, students often undertake service initiatives related to topics studied previously in their academic disciplines, utilizing skills, understandings and values developed in these studies.

Advisory 1 | .5 Elective Credit, 1 Year, Graduation Requirement
Advisory is an opportunity for students to explore academic, social, and college/career topics in safe and brave spaces with a smaller cohort of students. Facilitated by an instructional staff member, the focus is on positive student to student and student to adult relationships developed through discussions, activities, and mini-projects.

Advisory 2 | .5 Elective Credit, 1 Year, Graduation Requirement
Advisory is an opportunity for students to explore academic, social, and college/career topics in safe and brave spaces with a smaller cohort of students. Facilitated by an instructional staff member, the focus is on positive student to student and student to adult relationships developed through discussions, activities, and mini-projects. Year two's focus is on preparation for external opportunities like observationships

Advisory 3 | .5 Elective Credit, 1 Year, Graduation Requirement
Advisory is an opportunity for students to explore academic, social, and college/career topics in safe and brave spaces with a smaller cohort of students. Facilitated by an instructional staff member, the focus is on positive student to student and student to adult relationships developed through discussions, activities, and mini-projects. Year three's focus is on preparation for external opportunities like service and international mindedness.

COLLEGE & CAREER READINESS

Character Development | 1 Elective Credit, 1 Year
The 9th grade character development curriculum is aimed at building student social, emotional and academic stamina as they make the switch from middle grades to high school. This year supports students in determining the Girls Global Academy Pathway choice of Engineering or Business through exploration and analysis. Students are introduced to the text **7 Habits of Highly Effective Teens** (7H) in addition to studying and learning skills that are essential for success in high school.

Interpersonal Communication | 1 Elective Credit, 1 Year
The 10th grade interpersonal communication curriculum provides students with the skills to build social capital. The focus is how students want to represent themselves to the world and what artifacts they use to do so.

Experiential Learning | 1 Elective Credit, 1 Year
The 11th grade experiential learning class prepares students for their entry to the post-secondary world. With a focus on service, this course gives students opportunities to complete service hours in the community in the first half of the year. In the second half of the year students update their resumes, learn how to write cover letters and start to ask instructors for letters of recommendation. The course ends with personal statement writing, where students focus on essays for post secondary schools, which they will use in early fall to begin to apply to colleges, trade schools, etc.

Grading Policy

A growth mindset is especially critical for high schoolers as work is more challenging and grades potentially have an impact on a student's future. For students to engage in rigorous 21st century work, they must have the ability to persevere and work hard—to commit themselves to academic conscientiousness and complete their studies, even when presented with challenges. They must not say "I can't do this" but instead, "I can't do this *yet.*"

Girls Global Academy will adopt the International Baccalaureate grade descriptors. These are on a scale of 1-7 with a 3 or higher as a passing grade. The specific course descriptors for each individual course using the 1-7 grading scale can be found here.

The general grade descriptors for all courses are here for reference:

Grade	**General International Baccalaureate Descriptor for <u>every course</u>**
7	The student demonstrates excellent content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Highly effective research, investigation and technical skills are evident, as is the ability to analyze, evaluate and synthesize qualitative and quantitative evidence, knowledge and concepts to reach valid conclusions or solve problems. In collaborative exercises, the student works very well with others, ethically and responsibly, and with perseverance. Responses are highly insightful, accurate, clear, concise, convincing, logically structured, with sufficient detail, precise use of appropriate terminology and with appropriate attention to purpose and audience. Responses are creative, make very effective use of well-selected examples, demonstrate awareness of alternative points of view and provide clear evidence of intercultural understanding.
6	The student demonstrates very good content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Competent

	research, investigation and technical skills are evident, as is the ability to analyze, evaluate and synthesize evidence, knowledge and concepts. In collaborative exercises, the student works well with others, ethically and responsibly, and with perseverance. Responses are mainly accurate, clear, concise, convincing, logically structured, with sufficient detail, using consistent terminology and with appropriate attention to purpose and audience. Responses show creativity, make effective use of examples, demonstrate awareness of alternative points of view and provide evidence of intercultural understanding
5	The student demonstrates sound content knowledge and understanding, good conceptual and contextual awareness and evidence of critical, reflective thinking. Research, investigation and technical skills are evident and sometimes well developed. Analytical ability is evident, although responses may at times be more descriptive than evaluative. In collaborative investigations, the student generally works well with others, ethically and responsibly, and with perseverance. Responses are generally accurate, clear, logically structured and coherent, with mainly relevant material, using suitable terminology, and are sometimes well developed. Responses show reasonable creativity, use of examples, awareness of the audience and evidence of intercultural understanding.
4	The student demonstrates, with some gaps, secure content knowledge and understanding, some conceptual and contextual awareness and some evidence of critical thinking. Research, investigation and technical skills are evident, but not thoroughly developed. Analysis is generally valid, but more descriptive than evaluative. The student solves basic or routine problems, but with limited ability to deal with new or difficult situations. In collaborative exercises, the student works within a team and generally approaches investigations ethically and responsibly, but requires supervision. Responses are mostly accurate and clear with little irrelevant material. There is some ability to logically structure responses with adequate coherence and use of appropriate terminology. Responses sometimes show creativity, and include some awareness of audience and evidence of intercultural understanding
3	The student demonstrates basic knowledge and understanding of the content, with limited evidence of conceptual and contextual awareness. Research and/ or investigation is evident, but remains undeveloped. There is some ability to comprehend and solve problems. Collaborative investigations are approached ethically and responsibly, but require close supervision. Responses are only sometimes valid and appropriately detailed. There is some expression of ideas and organization of work and basic use of appropriate terminology, but arguments are rarely convincing. Responses lack clarity and some material is repeated or irrelevant. There is limited creativity, awareness of context or audience and limited evidence of intercultural understanding.
2	The student demonstrates little knowledge or understanding of the content, with weak comprehension of concepts and context and little evidence of application. Evidence of research and/or investigation is only superficial. There is little ability to

	comprehend and solve problems. Responses are rarely accurate or valid. There is some attempt to express ideas, use terminology appropriate to the subject and organize work, but the response is rarely convincing. There is very little creativity, awareness of context or audience and little evidence of intercultural understanding.
1	The student demonstrates very rudimentary knowledge or understanding of the content, with very weak comprehension of concepts and context. Ability to comprehend and solve problems or to express ideas is not evident. Responses are rarely accurate or valid. Organization is lacking to the point that responses are confusing. Responses demonstrate very little to no appreciation of context or audience, inappropriate or inadequate use of terminology, and little to no intercultural understanding.

Below is a breakdown of the Girls Global grading policy. Advisory is graded and Service-Learning is "graded" through the number of service-hours a student earns per year. To learn more about the difference between formative and summative assessments and assessments in general, please click the link here: Girls Global Assessments

Formative Assessments	**Summative Assessments**
50% of the grade for a course Two formative assessments per week	50% of the grade for a course Two to four summative assessments each quarter
Formative Assessments include: ● Classwork & Homework Assignments ● Polls ● Think~Pair~Share ● Exit Tickets ● Journals ● SMART Starts ● Diagrams/IIllustrations ● Summaries ● What~How~Why ● Temperature Check ● Videos and Photos ● Reflections ● Responding to the Essential Question ● Question & Answer	Summative Assessments include: ● Unit Exams/ Chapter tests ● EOY assessment ● Presentations ● Essays ● Research Projects ● Socratic Seminars (only after there is pre-support and practice) ● End Product Project ● Rubric scoring for a final product ● Website Development ● Blogs ● Podcasts ● Debate/Mock trial (only after there is pre-work with support and practice) ● Presidential tests - Physical assessments (Physical Education)

Grading Minimum (50% Rule)

Girls Global Academy maintains a minimum grade of 50% for assignments and assessments that a student attempts and submits. When a student demonstrates a reasonable attempt on an assignment or assessment, a grade below 50% will be recorded as 50% in the gradebook.

The 50% minimum does not apply to work that a student does not attempt or submit. Missing assignments may be recorded as a 0% until the student submits the work within the allowable ten (10) school-day submission window.
Once late or missing work is submitted, it will be graded in accordance with the school's grading policy, including the 50% minimum and any applicable late-work deductions.

The 50% minimum does not eliminate expectations for completing assignments, meeting established deadlines, or demonstrating learning.

Notification Requirements

If a student is going to be absent, a note or email should be sent to the attendance email attendance@girlsglobalacademy.org including date(s) of absence, reason for absence, and a contact number to verify the absence. The note or email of absence must be submitted within 72 hours of the absence. *A phone call to the main office **does not** constitute verification of an excused absence. Verification must be in writing.*

A staff member from the operations team will email the appropriate staff members about the absence and carbon copy (cc) both the parent and student on the email.
The student should do the following to get their work:

- Check Google Classroom and review missed assignment(s)
- Contact your teacher(s) with any questions you may have
- Verify due date of the missed assignment(s)

What happens when work is submitted late?

- Students will not receive full credit for late assignments
- Students should notify the teacher in advance if unable to submit an assignment on time
- The highest grade a student can receive on a late assignment is 3.

Redo and Resubmission of Summative Assessments
If a student earns a grade of 3 or below on a summative assessment, then the student has the option to redo and *resubmit the work after first reviewing the initial submission with the teacher to obtain feedback and support.* Students must resubmit the summative assessment on the new date provided by the teacher. All work for a quarter must be resubmitted five (5) school days

prior to the final day of school in order to give instructional staff ample time to review and grade the work. The goal is to keep the higher grade for the assessment.

Homework Policy
Girls Global's overall philosophy on homework is derived from years of teaching practice in classrooms and from research about the benefits of homework. Our staff should ask themselves the following questions prior to assigning homework:

From *Ditch that Homework*:

- Does it increase a student's love of learning?
- Does it significantly increase learning?
- Does it stimulate student's interest in the subject and make them want to delve deeper?
- Are students able to complete the assignment without help?
- Is it differentiated for ability and interest?
- If students didn't have to do it, would they want to do it anyway?
- Is the assignment fair to all students?

When homework is assigned, students should have the following:

- Ample opportunity to complete it.
- Explicit directions on what to do, how to do it, and why they are doing it.
- Explicit directions on when, how and where to submit it.

Homework should take no more than 90 minutes per night.

Credit Recovery

Credit Recovery

Girls Global Academy offers summer school opportunities for students that need to extend their school year. The Summer Learning Credit Recovery School is a five week extended school year for students that need to recover core classes in order to be promoted to the next grade and boost cumulative grade point averages (GPA).

Summer Learning Credit Recovery School is for students who did not pass core courses that are required for graduation.

Attendance: During the 5 week period, students may not miss more than two half days. High School classes require seat hours and missing classes means the student has not met the number of seat hours needed to recover the class.

Credit Recovery Eligibility: Students who have previously failed a credit-bearing course (final grade of a 2 or below) or receive a final grade of I this school year for courses that are being offered under Summer Extended Learning. Families of students who are recovering credit receive weekly updates on progress while in summer credit recovery and are invited to Google classroom to receive weekly summaries.

Face to Face Program Location & Contact

- Summer School Program Manager
- Girls Global Academy

Online Asynchronous Location & Contact

- Asynchronous Summer School Facilitator
- Girls Global Academy-Google Classroom

Transfer Credit for Credit Recovery

Girls Global Academy accepts credit recovery credits from students in grades 9 - 11 that did not earn a final passing grade. Students may take classes from a credit bearing institution including:

- Girls Global Academy Summer School
- District of Columbia Public School Summer School
- An accredited school that offers summer school

All Girls Global Academy students must enroll in an equivalent course from the Girls Global Academy course catalog and meet the graduation requirement. All students must receive prior approval from the Principal prior to enrollment in a course outside of Girls Global Academy Summer School. After a credit recovery course approval, students are responsible for enrolling in approved courses at approved institutions.

To earn credit recovery credits, a student must meet all of the requirements in a credit recovery course and earn a score of a 3 on the IB grading scale or a numeric equivalent of 60% or better.

All credit recovery grades will be reviewed for each individual by the administrative team and credit recovery courses that do not meet the requirements will not be accepted.

Recovery Options

Credit Recovery	**Accelerated** Learning
Credit recovery is for students that need to extend their school year. The Summer Learning Credit Recovery School is an extended school year for students that need to recover core classes in order to be promoted to the next gradeboost cumulative grade point averages (GPA). Our promotion policy explains what is required to be considered a 10th grade student.	**Asynchronous options** available for students who either want to get ahead and take an additional class or for students who are undercredited and need to recover multiple classes.

Assessments Overview

Girls Global uses a combination of assessments to ensure students are on track to reach mastery with both content and social and emotional skills. We ensure that all of our academic assessments are rigorous and aligned to both national and international standards. ***Our assessment system identifies where students may need additional help so that Girls Global staff can develop responsive plans of intervention and support.*** Modifications and accommodations are designed to ensure that all students, including students with disabilities and English Learners, can access the assessments. Below is an overview of the different types of assessments students and families can expect.

INTERIM ASSESSMENT

What is an interim assessment? ● An interim assessment is an assessment that Girls Global will use to evaluate where a student is with their learning progress and to predict how a student might perform on future assessments.
What does the interim assessment measure? ● Girls Global interim assessments measure each students' reading, writing, mathematics, and science progress to gauge a student's college and career readiness.
How do I receive information about my student's performance on the interim assessments? ● Girls Global staff will provide students and their families with access to interim assessment data through a printed hard copy.

FORMATIVE ASSESSMENT

What is a formative assessment? ● A formative assessment is an assessment that Girls Global staff will use to determine student progress on a unit, lesson, skill, or concept.
What does the formative assessment measure? ● The formative assessment measures a student's comprehension of what has been taught and is a tool teachers use to identify next steps in teaching. An example of a formative assessment would be an *exit ticket.*
How do I receive information about my student's performance on the formative assessments? ● Formative Assessments will be logged in our student information system through PowerSchool. Students and their families have access to PowerSchool to see how a student is performing in classes prior to a summative assessment, and prior to the end of a quarter.

SUMMATIVE ASSESSMENT

What is a summative assessment?

● A summative assessment is an assessment used to evaluate a student's learning over time and occurs at the end of a learning period.

What does the summative assessment measure?

● A summative assessment measures whether or not a student has learned what was expected over a period of time and is a longer assessment and contributes to a significant portion of a student's grade. An example of a summative assessment is a *project.*

How do I receive information about my student's performance on the summative assessments?

● Summative assessments will be logged in our student information system through PowerSchool. Students and their families have access to PowerSchool to see how a student performed at the end of a learning period.

STATE ASSESSMENT

What is a state assessment?

● A state assessment is an assessment that measures a student's knowledge, skills, and competencies against the determined state standards.

- **State assessments are a form of summative assessment.*

What does the state assessment measure?

● The District of Columbia has chosen the assessments listed above to measure achievement in specific subject areas to determine a student's college and career readiness as expressed by the Common Core Standards.

How do I receive information about my student's performance on the state assessments?

● State assessment results are mailed to the residence of the student from the Office of the State Superintendent (OSSE).

CTE ASSESSMENT

What is a CTE assessment? ● CTE stands for Career and Technical Education assessment. Students are assessed for industry credentials.
What do the CTE's measure? ● Career and technical assessments measure a student's preparedness and understanding of a career field.
How do I receive information about my student's performance on the CTE assessments? ● Girls Global will either send a hard copy through the U.S. Postal Service or via in-person pick up once scores are released.

SOCIAL-EMOTIONAL ASSESSMENTS

What is a SEL assessment? ● A social emotional assessment is a tool to identify the critical mindsets students bring to school that determine future successes.
What do the SEL assessments measure? ● SEL assessments measure a student's social, emotional, and behavioral development to identify both areas of strength and areas needing improvement.
How do I receive information about my student's performance on the SEL assessments? ● SEL assessment results will be available to families via in-person pick up.

Student Led Conferences & Demonstrations of Learning

Student Led Conferences

To support our students in college and career readiness, student-led conferences are an empowering practice for students themselves to use both qualitative (observations; images;

symbols) and quantitative (counted; measured; expressed in numbers) data to document and demonstrate their progress. Students take ownership of their learning and also get to practice personal and professional skills in a low stakes environment with people they already know (teachers and families). Student-led conferences also support communication between Girls Global and families and students are provided the space to conduct self-reflection throughout the school year. At the initial conference, students present the progress they have made thus far by leading the discussion, comment on the work samples and demonstrations of learning they have chosen, and set goals 1-2 overarching goals for the school year. During the conference, students will discuss sources of pride and areas of growth for them. Students will prepare for their conferences in advisory, share progress with teachers and families during the conference, and get support from both teachers and families on reaching their goals. Please see the calendar for the dates of student-led conferences.

Demonstrations of Learning

Demonstrations of learning are opportunities for students to show what they know based on learning standards and objectives and can take a variety of forms. Examples could include artwork, documentaries, science experiments, essays, and presentations. Demonstrations of learning encourage and empower students both academically and personally/professionally because students present, explain, defend, and evaluate their own work. Please see the calendar for the dates of demonstrations of learning (in-person or remote).

Academic Integrity

At Girls Global Academy, academic honesty is a cornerstone of our school community. Through our pillars of Sisterhood, Scholarship, Service, and Safety, we encourage our students to be lifelong learners who are governed by honesty and integrity. The policies and procedures in this document are informed by the Girls Global mission and vision that support our students in pathways to lead and learn who aspire to be leaders of change for global benefit.

Academic integrity is upheld by all members of the GGA Community and a choice to act in an honest and ethical manner through our teaching, learning and assessment practices. Academic integrity at Girls Global Academy is rooted in the IB learner profile that expects all IB learners to be Principled, “to act with integrity and honesty... take responsibility for our actions and their consequences” (IB Learner Profile, IBO, 2017).

STUDENT RESPONSIBILITIES

Homework Assignments

You are welcome to work with other students on your assignments, but you must (a) list the names of anyone you work with on your assignment, and (b) write up your own solutions to assignments, based on your own understanding of the material. Some students find it helps to take a half hour break between any work you do with other students, and the time you spend actually writing up your own responses to assignments.

Class/Study Notes

You may work with others to develop your subject notes and study notes, however, it is in a student's best interest to be very actively involved in the creation of their own notes. The process of writing study notes helps students learn and recall the material; and is therefore likely to contribute to the academic outcomes a student wants to achieve.

Research

Research should be crafted and written in the student's original voice. Students are encouraged to talk with their classmates about their ideas, but should be working independently on any outlining and content. If you need further assistance with research, then please contact your teacher to schedule office hours. In addition, you are required to cite all sources you used when conducting research. Citations include both direct quotations and instances where you use someone else's ideas. "Sources" include papers, journals, books, conversations, interviews, online media, etc. If the thought did not originate with the student, then the student should provide a source for the information. See your teachers for citing sources and the appropriate format (as it is subject dependent). **When in doubt, just cite sources anyway. Students may also refer to IBO's Effective Citing & Referencing publication.

Additional Resources for support

- Purdue OWL: Research and Citation Sources
- Citation Machine: https://www.citationmachine.net/
- Easy Bib: https://www.easybib.com/
- Speak up

Notify a staff member when there is knowledge that a peer has participated in academic dishonesty.

FAMILIES' RESPONSIBILITIES

- Encourage your student to ask for help from their teachers
- Encourage your student to check the learning management system for explanations and clarifications of assignments
- Encourage your student to ask teachers about helpful resources students can use for support
- Encourage your student to submit their original work for all assignments and assessments that reflect their skills and abilities

STAFF RESPONSILITIES

All staff share the responsibility of upholding academic integrity by reinforcing our pillars of Sisterhood, Scholarship, Service and Safety by teaching appropriate research skills, understanding and presenting authentic work, and upholding the academic honesty policy as it relates to their students at Girls Global Academy.

Best practices from the GGA staff include the following:

- Provide advice and guidance to students
- Provide instruction and support in research skills to students
- Provide specific guidelines for students to follow in their subject area
- Provide models and exemplars of appropriate research skills
- Provide self-management and supporting structures to students to complete
- work in a timely manner
- Provide formative assessments and checks to monitor student progress on
- assignments
- Model the appropriate procedures in teacher-generated documents
- Provide overview of plagiarism checker program to students and families
- Use www.turnitin.com

IB COORDINATOR

The IB Coordinator ensures fidelity to IB Standards and Practices and ensures compliance to IBCP regulations.

- Provide the IB publication Academic integrity to all staff, students, and families to ensure consistent communication of academic integrity expectations to staff, students, and families
- Manages and monitors the academic report incidents of misconduct and maladministration
- Provide overview of plagiarism checker program to students and families

Process for investigations

All teachers use turnitin to check for plagiarism and collusion for any written essays, papers, and projects.

If a staff member suspects that academic dishonesty has taken place, the following actions are taken:

- Report the infraction to the IBCP coordinator
- The GGA Code of Student conduct will be followed in order to determine the consequences for academic dishonesty
- Consequences for academic misconduct will utilize the IB Penalty matrices (IB Academic Integrity, 2019, pgs 33- 45) and can include a range from a warning letter to the student, receiving no score on the work, not submitting the work to
- IB, no grade notification on the students IB transcript, dependent upon the severity of the infraction.
- The IB Coordinator is responsible for the investigation of work submitted to the IB that is either not authentic or plagiarized.

**Please refer to the Girls Global Academy discipline policy to read more about our response to academic dishonesty.

Academic Misconduct

Academic misconduct is defined as behaviors and actions that provide a student with an unfair advantage over their peers. Plagiarism is defined "as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgement." Presenting the ideas of others as your own may include lack of proper citations, copying works of art visually, orally or digitally, and not acknowledging the original author.

Collusion is defined as work that shows close similarity or when students copy the work of a peer.

Academic Misconduct May Include:

- Presenting the ideas of others as your own
- Allowing a peer to copy your work
- Referencing unauthorized materials during an exam or test
- Communicating with peers during an exam
- Misconduct during examination
- Removing exam materials from the examination room
- Entering the exam room with unauthorized materials

- Taking examination papers
- Other infractions the compromise the integrity of the assessment and exam materials

RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE (AI)

Girls Global Academy is committed to fostering academic integrity, critical thinking, and authentic student learning. Artificial Intelligence (AI) can be a valuable educational tool when used intentionally; however, students are expected to complete their own original work unless AI use has been expressly authorized by the teacher.

Permitted Use
The use of AI is permitted only when a teacher has specifically authorized its use for a particular lesson, assignment, or instructional activity. Students must follow all directions regarding how AI may be used and appropriately acknowledge its use when required by the teacher.

Prohibited Use
- Complete or generate assignments, essays, projects, presentations, or other academic work.
- Answer questions on quizzes, tests, or assessments.
- Rewrite, paraphrase, or edit work for submission.
- Generate images, videos, code, or other content for academic credit.
- Fabricate information, citations, references, or research.
- Use AI to avoid or bypass a teacher's directions or the school's academic integrity expectations.Circumvent the expectations of a teacher or the school's academic integrity standards.

Academic Integrity
Unauthorized use of Artificial Intelligence (AI) may constitute Academic Dishonesty under the Girls Global Academy Student Code of Conduct. Students who submit AI-generated or AI-assisted work without teacher authorization may receive a zero on the assignment or assessment. In addition, students may be subject to disciplinary action in accordance with the Student Code of Conduct.

Student Responsibility
Students are responsible for submitting work that accurately reflects their own knowledge, thinking, and abilities. Claiming AI was used 'only for help' does not excuse unauthorized use.

CHILD FIND & SUPPORT FOR STUDENTS WITH DISABILITIES

What is Child Find?

Local Education Agencies must have procedures in place in order to identify, locate, and evaluate all children with disabilities residing in the District who are in need of special education

and related services, including children with disabilities attending private schools, regardless of the nature or severity of their disabilities.

As such, Girls Global Academy takes a proactive approach to assessing all students and monitoring for signs of progress, or lack thereof, that may be indicative of deficits in student performance that require an evaluation for special education services. We use a Response to Intervention approach that allows for a robust cache of Tier 2 services meant to give access to quality research-based interventions to any students who have demonstrated evidence of struggling with the grade level academic and functional expectations outlined in our general education curriculum. Students who have received appropriate Tier 2 and who fail to make expected progress accordingly, may qualify for special education services, and should be referred for a special education evaluation.

Introduction to Child Find

Under the IDEA, Girls Global Academy is responsible for conducting continuous efforts intended to identify, locate, and evaluate all children with disabilities between the ages of three (3) and twenty-two (22) years of age enrolled in Girls Global Academy, including children with disabilities who are homeless, children who are in the custody of the District of Columbia Child and Family Services Agency (CFSA) or committed to the District of Columbia Youth Rehabilitation Services Agency (DYRS), children who are making progress grade to grade, and highly mobile children, who are in need of special education and related services. These duties are called Child Find responsibilities. This policy establishes procedures for fulfilling Child Find responsibilities at Girls Global Academy, and applies to all children enrolled in Girls Global Academy and all staff employed by Girls Global Academy. Girls Global Academy staff is expected to know and act in accordance with the requirements and procedures established by this policy. Girls Global Academy trains staff on an annual basis to ensure staff understand and execute Child Find responsibilities.

Points of Contact

Parents are encouraged to speak with any Girls Global Academy staff if they have concerns about their child. Parents and other stakeholders should contact one of the following Girls Global Academy staff to discuss Child Find, the referral process, and the availability of special education programming at Girls Global Academy:

Molly Green - Special Education Coordinator; mgreen@girlsglobalacademy.org

Queenesha Herbert - School Social Worker; qherbert@girlsglobalacademy.org

DeyJah Chappell - Principal & Director of Academics; dchappell@girlsglobalacademy.org

Target Populations

This policy and Girls Global Academy Child Find efforts apply to children between the ages of three (3) and twenty-two (22) years of age enrolled in Girls Global Academy. However, Girls Global Academy currently only serves students in DC who are enrolled in grades 9-12, those students serve as our target population including children who are:

- Homeless;
- In the custody of the District of Columbia Child and Family Services Agency;
- Committed to the District of Columbia Youth Rehabilitation Services Agency;
- Making progress grade to grade; and
- Highly mobile children.

Outreach Efforts

To ensure the local and school communities are aware of the availability of special education and related services for eligible children with disabilities and the methods for requesting such services, Girls Global Academy provides public notice through a variety of methods:

- Girls Global Academy provides information to parents and the school community at school events such as parent-teacher conferences, back-to-school events, summer enrollment events, etc.
- Girls Global Academy publishes information and relevant dates in school manuals, calendars, and on its website.
- Brochures regarding special education services are available for parents and the public in the front office.

Coordination with Non-educational District Agencies

To ensure coordination with appropriate District agencies to facilitate the identification, location, and evaluation of children with disabilities enrolled in Girls Global Academy, Girls Global Academy maintains contacts with the following District agencies:

- The Child and Family Services Agency (CFSA)
- Department of Behavioral Health (DBH)

Girls Global Academy conducts meetings as needed with representatives of the above agencies to ensure open and cooperative lines of communication regarding Girls Global Academy's Child Find, referral, and initial evaluation processes and procedures, as well as continuously updating agencies of changes in appropriate points of contact.
Girls Global Academy may establish agreements with other entities responsible for administering various education, health, and social service programs to children from birth through age 22. Those agencies include, but are not limited to: District of Columbia Public

Schools (DCPS), Department of Human Services (DHS), Department of Healthcare Finance (DHCF), Department of Health (DOH), Department of Behavioral Health (DBH), Child and Family Services Agency (CFSA), and the Department of Youth Rehabilitation Services (DYRS).

Parent Engagement

Parents may obtain information about the availability of special education and related services through this policy, information posted on our website at girlsglobalacademy.org, or by contacting Molly Green at mgreen@girlsglobalacademy.org. Girls Global Academy also maintains written materials for parents, which can be found at the school's front office. Girls Global Academy staff is required to provide information to parents upon request and at parent-teacher conferences.

Referral Process

A referral is documentation provided by the child's parent, or other referral source, which clearly states why it is thought that the child may have a disability. Girls Global Academy is required to complete an initial evaluation and determine if a child is a child with a disability eligible for special education and related services under IDEA within 60 days of receipt of parental consent. Girls Global Academy is required to contact the parent to set up an appointment to review the referral process and get consent within 30 days of the referral.

The 60-day requirement does not apply if:

- The parent fails or refuses to respond to a request for consent for the evaluation;
- The parent of the child repeatedly fails or refuses to produce the child for the evaluation; or
- The child enrolls in another LEA prior to the determination of eligibility.

If a parent or community member would like to request an initial evaluation to determine if a child is in need of special education and related services, please contact Molly Green at mgreen@girlsglobalacademy.org. All Girls Global Academy staff must accept an oral or written referral for initial evaluation. Upon receiving an oral referral, Girls Global Academy staff must assist any outside referral source in documenting the referral in writing, and must document the date of the referral within three (3) business days of receipt. If the staff member documenting the initial parent referral is not Molly Green at mgreen@girlsglobalacademy.org then that staff member must bring the written referral to DeyJah Chappell at dchappell@girlsglobalacademy.org immediately (within in the next 4 hours) either in person or by email.

Girls Global Academy accepts referrals for initial evaluation from the following persons:

- A student's parent;

- The student, provided that educational rights have transferred to the student;
- Employees of Girls Global Academy who has knowledge of the student; and
- Employees of another LEA or OSSE, who have knowledge of the student.

Girls Global Academy maintains regular contact with community-based referral sources, and works to collaborate with community-based service providers to provide information on the availability of special education and related services and the means through which parents or organizations may submit a referral.

After Girls Global Academy has received a referral, Girls Global Academy must make reasonable efforts to obtain parental consent for an initial evaluation within 30 days of the referral, which includes attempting to contact the parent at least three (3) times on three (3) different dates using at least two (2) modalities. Reasonable efforts must begin no later than 10 business days from the referral date. Girls Global Academy shall conduct an analysis of existing data on the student to determine if additional assessments are necessary. Existing data that may be considered may include but is not limited to teacher observations, classroom assessments, schoolwide screenings and assessments, state assessments, student grades and records, parent reports, health records, or data from other interventions. Girls Global Academy will provide the parent of a child suspected of having a disability with information about the nature of any additionally required assessment.

Screenings and Response to Interventions

Girls Global Academy implements a comprehensive screening process to determine if a child should be referred for an evaluation. Screenings utilize assessments and tools that are generally applied across the entire student population. Parental consent is not required for Girls Global Academy to conduct a uniform, school-wide screening. A screening conducted by a Girls Global Academy teacher or specialist to determine appropriate instructional strategies for curriculum implementation does not constitute an evaluation for eligibility for special education and related services and does not require parental consent.

At all grade levels, school staff use interim assessments, classroom data, attendance, behavioral records, and other data to determine if students require additional interventions through the Girls Global Academy Response to Intervention (RtI) efforts.

Girls Global Academy screenings and Response to Intervention (RtI) efforts must not delay the initial evaluation of a student who may be a child with a disability in need of special education and related services.

Parent Procedural Safeguards and Rights

Parents' legal rights during the Child Find process are defined by IDEA and District of Columbia law. In the event of a disagreement, parents may pursue dispute resolution and due process rights, including mediation, due process complaints, or state complaints. Parents can learn more about their rights under IDEA by referring to the Part B Procedural Safeguards located on OSSE's website or by contacting Molly Green at mgreen@girlsglobalacademy.org to obtain a copy of their procedural safeguards.

Data Reporting

In accordance with District of Columbia law, Girls Global Academy counts and reports the number of children with disabilities receiving special education and related services annually on October 5 or the date set for the annual pupil count required by D.C. Official Code § 38-2906.

The ability of Girls Global Academy to share personal information about a child shall be governed by the Family Educational Rights and Privacy Act (FERPA), 20 USC §1232g, 34 CFR Part 99.

RIGHTS OF PARENTS OF STUDENTS WITH DISABILITIES IDEA: PART B NOTICE OF PROCEDURAL SAFEGUARDS

As a parent, you have rights known as procedural safeguards that apply to every aspect of the special education process. Federal and state laws and regulations outline the procedural safeguards that are designed to ensure that children with disabilities with an Individualized Education Program (IEP) receive a free appropriate public education (FAPE). This document serves as your procedural safeguards notice and will help you understand specific rights available to you and your child through the Individuals with Disabilities Education Act (IDEA) and District of Columbia laws regarding special education.

Rights of Parents of Students with Disabilities_English

Section III: Service

WHAT IS SERVICE LEARNING?

Service-learning is used as an instructional strategy to address existing course goals and objectives through meaningful, real-world engagement. GGA staff have the latitude to develop meaningful projects that align with and across course goals and objectives.

Service-Learning & Special Populations

Service-learning supports EL students in English Language Development through a meaningful and purposeful contextual lens and enhances social interactions with their peers and the larger community. EL students may also get the opportunity to leverage both their primary and second languages during projects. Special Education students will participate in service-learning in the least restrictive environment with support based on IEP, and 504 accommodations and modifications. This approach provides case managers with additional data points to develop goals for individualized education plans and post-secondary transition plans.

GGA Commitment to Service-Learning

Girls Global Academy is committed to supporting students in the facilitation of their own learning through service-learning as an interdisciplinary, skills-based, authentic approach. GGA believes that the most effective service-learning requires a co-curricular (experiences that are connected to or mirror the academic curriculum) approach balancing service as a part of both academic coursework during the school day and experiential learning outside of the classroom. Service-Learning as an instructional tool will follow the same scaffolding structure below:

Benefits of Service-Learning

- Students are more likely to engage in their local communities when engagement in community is fostered at school.
- Students are more likely to excel academically when service-learning is utilized as an instructional strategy.
- Students who participate in service-learning see improved health outcomes.
- Students develop invaluable personal and professional skills through service-learning.
- Students develop empathy and understanding of others through service-learning.
- Students have a competitive edge when they have engaged in service-learning over time as it demonstrates commitment.

- Students are eligible for a variety of scholarships and programs as a result of meaningful service-learning.

LEAD MODEL

The LEAD model is a four-step process that students can use to lead a meaningful service project in their community. The LEAD model will be implemented through both academics and experiences.

The first step is to learn about an important issue in your community.

You can do this by finding academic research online, going to the library, doing a Google news search, or conducting a community audit. Before you get started, it is important to establish baseline questions to help you learn more about yourself and the issue that you would like to address.

For example:

- What is the issue you are focusing on and who is affected by this issue?
- How do you ascertain that it is a genuine community need?
- How have other people addressed this issue?
- What community assets can be used to address this issue?
- What skill sets need to be developed to address the need?
- What skills do you have that could be used to make an impact?

The second step is to engage with other people in your community.

At this point, you should have a basic knowledge of the issue you would like to address. Meet with friends, family, classmates, and colleagues who care about the issue and/or can provide feedback. Share what you have learned and learn from your peers. Discuss next steps. For example:

- Who else is working on this issue? Can you collaborate with them?
- In what ways could you address this issue?
- How will you communicate with other stakeholders?
- How will you incorporate multiple viewpoints about the issue?
- How will you define and measure your impact? Are your peers interested in helping you address this issue? If yes, what skills do they have that could help you?

Identify a subject matter expert or mentor who can provide constructive feedback. Share what you have learned, the specific action or actions you would like to take, the time it will take, what resources you will need, and the metrics you would use to measure impact.

The third step is to take action "ASAP": You can do this through:

- Awareness – Share information and teach others to positively change people's behaviors. Examples include encouraging seat belt use and safe driving, recycling, healthy eating, discouraging smoking, bullying, and teaching families how to be prepared for disasters.
- Service – Use creativity, time, and talent to meet a need in the community. Examples include tutoring, planting trees, improving school buildings, clearing beaches and parks, distributing food or serving meals, and teaching senior citizens how to use technology.
- Advocacy – Speaking out, joining others, and persuading policy makers to change regulations and laws. Examples include rallies, marches, protests, meeting with elected officials, speaking at public forums or civic meetings, voter education, candidate engagement, organizing petitions, and online advocacy.
- Philanthropy – Collect and donate financial and in-kind support. Examples include raising money for hurricane disaster relief, clean water wells, mosquito nets, or for research to treat and cure diseases, food drives and supply drives, and collecting books for children.

The final step is to demonstrate the impact that your project has made in the community and the growth that you have made as an individual. Demonstrations can take the form of performances through the arts which include skits, poems, songs, displays, and photos. Additional examples include:

- Creating websites, videos, and slide presentations with before/after pictures.
- Presenting to a group of people (e.g., school board, city council) to showcase the quantitative and/or qualitative impact you made in your community.
- Share your results with local media and/or write a blog or article for your local or school newspaper.
- Teach another group of youth or community members what you learned from your project.
- Host a gathering or symposium to share your results and thank everyone for their contributions.
- Discuss ways that you can sustain your project including giving other students an opportunity to serve or to take on a leadership role.
  LEAD Model and the Global Goals
- The 17 UN Sustainable Development Goals were adopted by world leaders in 2015. What makes them unique is they are a call to action for all countries to participate in a global partnership to eradicate issues like global warming, poverty, and gender inequity. The Global Goals call on governments, the private sector, NGOs, and "ordinary" citizens to work collaboratively to solve these issues. These issues are urgent as they impact our students' futures. Girls Global students need an understanding of the issues, a stake in

working on the solutions, and a voice in advocating for how we tackle the issues in both their local and global communities.

- Research on the adolescent brain has shown that at this age, the brain is in a stage of development where more risks are taken. What better time to support our students in healthy risk-taking by posing issues as problems to be solved, and allowing them to propose bold solutions?

STUDENT ENGAGEMENT IN SERVICE LEARNING

All students who attend Girls Global Academy are required to successfully complete four service-learning projects that are integrated into the curriculum. Upon completion of the projects, a student will have fulfilled 40 of the 100 service-hours required by the District of Columbia's Board of Education.

Grade	Hours Equivalent
9	10
10	10
11	10
12	10

Students have additional opportunities to complete 60 hours of service-learning through Wednesday LEADership Academy, dedicated Days of Service, and independent service hours (see below).

CLASSROOM SERVICE LEARNING

Service-learning takes place in a variety of settings at Girls Global Academy. Service-learning instruction is facilitated by all content teachers based on course content, objectives, and standards.

Classroom teachers can help students select an appropriate project, integrate the project into the curriculum, walk them through the LEAD mode, provide them time management guidance, and introduce them to potential partners. The teacher also monitors student activities, and facilitates students' reflection.

GGA staff will have access to the service-learning toolkit for the development and facilitation of service-learning projects. The school will maintain an electronic repository of service-projects. Staff will be provided with dedicated time to work on service-learning projects through the service-learning toolkit, weekly collaborative planning, Wednesday professional developments, and dedicated professional development days.

Types of service that may be conducted through the co-curricular approach include the following with the use of ASAP:

- Awareness – Share information and teach others to positively change people's behaviors. Examples include encouraging seat belt use and safe driving, recycling, healthy eating, discouraging smoking, bullying, and teaching families how to be prepared for disasters.
- Service – Use creativity, time, and talent to meet a need in the community. Examples include tutoring, planting trees, improving school buildings, clearing beaches and parks, distributing food or serving meals, and teaching senior citizens how to use technology.
- Advocacy – Speaking out, joining others, and persuading policy makers to change policies and laws. Examples include rallies, marches, protests, meeting with elected officials, speaking at public forums or civic meetings, voter education, candidate engagement, organizing petitions, and online advocacy.
- Philanthropy – Collect and donate financial and in-kind support. Examples include raising money for hurricane disaster relief, clean water wells, mosquito nets, or for research to treat and cure diseases, food drives and supply drives, and collecting books for children.

Girls Global will continue to vigorously pursue community partnerships that guide our service-learning programming to meet both local and global needs. Our initial partnerships include the following organizations:

Organization Name	**Owns**
Youth Service America	Coaching; Professional Development; Technical Assistance
LearnServe	LEADership Academy on Wednesdays

SERVICE HOURS FOR NEW, TRANSFER & GRADUATING STUDENTS

When students enroll in or transfer to GGA, enrollment staff will make families aware of the 100 service-hour minimum to graduate from a District of Columbia high school. Students who have accumulated service-hours prior to enrollment and/or transfer to GGA will be required to provide documentation of previously completed service-hours. All previously completed and documented hours shall apply to the 100 service-hour graduation requirement. Student records will be reviewed and documentation of past service is filed with the student's school records. During new student orientation, GGA

culture of service documents will be reviewed with both the student and parent/guardian. No exemptions for service-learning shall be granted, including for second semester seniors.

Students who withdraw, transfer, or graduate from GGA will have all of the hours of completion documented in the GGA student information system and included on report cards, transcripts, and in their student records. In addition, periodic audits will be conducted throughout the school year by the advisory teacher and the college and career counselor as a part of scheduled updates for student personal learning plans. Contact information for the Director of Culture is available to the new students and their parents/guardians to discuss any questions or concerns about service-learning hours.

If a (9th/10th grade) transfer student enrolls at Girls Global and has already completed all required service-hours for graduation, then the school must identify an internship opportunity for the student to enroll in on Wednesdays in lieu of LEADership Academy, or participate in LEADership Academy with their cohort.

Students will document their service-learning projects through the use of an e-portfolio. The portfolio will include a variety of forms of documentation such as ongoing reflections, videos, photos, planning processes, research notes, interviews, and observations. The portfolio can serve as part of a curriculum vitae for a student applying for an internship, job, apprenticeship, and college admissions.

CONNECTIONS

Service-learning and Social-Emotional Learning are complementary to one another as they both promote positive youth development. Social-emotional learning provides students with the necessary competencies and service-learning provides authentic opportunities to practice those competencies. We believe that the combination of these elements of school culture service-learning create an environment where students are positive and eager to participate in school sponsored activities and programs to better the school and community at large.

Service-learning is a part of GGA's strategic plan and incorporates policies to ensure students meet the District of Columbia's graduation requirement (see OSSE 2203.3F). Girls Global Academy students understand that service is conducted under organizations that meet 501(c)(3) status.

- Students cannot receive monetary compensation for the service.
- Service-Learning during school hours must have prior approval.
- Students cannot be the recipient of service and earn hours at the same time.

Student Leadership

Student leadership is integral to GGA service-learning projects. In the 9th and 10th grades, service-learning facilitators will provide gradual release by ensuring that students understand the mechanics of a quality service project during the first quarter through an exploration of the Global Goals. In the second and third quarters, students take ownership of different facets of the project. In the 11th and 12th grades, students will execute their own projects with supervisor approval and check-ins.

Dedicated Days of Service; GGA may host Day of Service events (opportunities for independent hours).

September: 9/11 Day of Service	**January:** MLK Day of Service	**April:** Global Youth Service Day
Honoring this moment in our nation's history by serving in your community helps transform 9/11 into a day of unity, empathy, and service as an enduring and positive tribute to those lost and injured on 9/11, and the many who heeded the call to service in response to the attacks, including first responders, recovery workers, volunteers and members of our military.	Legislation signed in 1983 marked the birthday of the Rev. Dr. Martin Luther King, Jr. as a federal holiday. In 1994, Congress designated Martin Luther King Jr. Federal Holiday as a national day of service and charged the Corporation for National and Community Service (CNCS), the federal agency that leads service and volunteering, with leading this effort. Each year, on the third Monday in January, the MLK Day of Service is observed as a "day on, not a day off." The MLK Day of Service is intended to empower individuals, strengthen communities, bridge barriers, create solutions to social problems, and move us closer to Dr. King's vision of a "Beloved Community."	Established in 1988, Global Youth Service Day (GYSD) celebrates and mobilizes millions of young people who improve their communities through service. GYSD is the largest service event in the world and the only one dedicated to the contributions that children and youth make 365 days of the year. GYSD is celebrated each year in more than 135 countries, with young people working together and in conjunction with schools, youth organizations, nonprofits, community and faith-based organizations, national service programs, government agencies, and adult mentors– to address the world's most critical issues and change their communities.

SERVICE-LEARNING DOCUMENTATION

Students are required to complete 100 hours of service learning as a graduation requirement. To receive credit for completed hours, students must submit a completed Service Learning Form that includes verification and a signature from their community service sponsor.

Students are also required to participate in a reflective interview to discuss their service experience, what they learned, and the impact of their service.

Please contact Dawnyela Meredith, College/Career Counselor and Coordinator, dmeredith@girlsglobalacademy.org or 202-600-4822 for additional information regarding earning community service hours.

Section IV: Safety

CODE OF CONDUCT

POLICY STATEMENT:

Subject to all applicable federal and District of Columbia laws, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Student Fair Access to School Amendment Act of 2018, Girls Global Academy maintains a student discipline system that promotes safety, accountability, equity, restorative practices, and positive student development. This policy establishes behavioral expectations, intervention levels, and disciplinary procedures applicable to conduct occurring within the Academy's jurisdiction.

THE GGA WAY:

At Girls Global Academy, we believe that every student deserves a safe, supportive, and inclusive learning environment where they are empowered to grow academically, socially, and emotionally. As an International Baccalaureate Career-related Programme (IBCP) school, we foster a culture of accountability, respect, and sisterhood through Positive Behavioral Interventions and Supports (PBIS), restorative practices, and the principles of the International Baccalaureate.

Our approach to student behavior is rooted in the belief that behavior is learned and can be taught. We view inappropriate behavior as an opportunity for growth, reflection, and skill development. Through proactive instruction, restorative interventions, and meaningful relationships, we work to develop self-discipline, responsible decision-making, and the social-emotional competencies necessary for success in school and beyond.

Families are essential partners in creating and maintaining a positive school culture. Together, we share the responsibility of establishing high expectations, reinforcing positive behaviors, and supporting students as they learn from their choices and contribute to a safe and respectful learning community.

In accordance with the District of Columbia Student Fair Access Act, students may not be assigned more than 20 cumulative days of out-of-school suspension during an academic year.

To ensure students receive timely intervention before reaching this threshold, any student who accumulates 10 or more cumulative suspension days during the school year will be referred to the school's Multi-Tiered System of Supports (MTSS) process. Through MTSS, the school will review the student's needs and develop appropriate interventions, which may include the

implementation of a Behavior Intervention Plan (BIP), progress monitoring, counseling, restorative practices, and other individualized supports designed to improve student outcomes and reduce the need for additional exclusionary discipline.

Girls Global Academy Levels of Progressive Discipline

At Girls Global Academy, student behavior is addressed through a progressive discipline framework that emphasizes teaching appropriate behavior, restoring relationships, and maintaining a safe and supportive learning environment. The six behavior levels below provide a framework for determining appropriate interventions and disciplinary responses based on the nature, severity, and impact of a student's behavior.

The interventions listed at each level are cumulative. Responses available at each level include those identified in the preceding levels unless the severity, frequency, or circumstances of the behavior warrant a different administrative response. School administrators will exercise professional judgment when determining the most appropriate response based on the individual facts of each incident.

LEVEL	DESCRIPTION
LEVEL I	**Classroom supports, interventions, or minor consequences** ● Non-verbal redirection ● Verbal redirection ● Classroom interventions ● Teacher/student conference ● Parent/ Guardian communication ● Reflection ● Restorative practices
LEVEL II	**Progressive School-Based Consequences** **All Level I responses, plus:** ● Teacher consultation with an administrator ● Administrative conference with the student ● Parent/guardian conference ● Restorative conference ● Lunch or after-school detention ● Behavior contract ● Loss of privileges ● Safety Plan, if necessary
LEVEL III	**Short Term Suspension - Up to 4 School Days** **All Level I - II responses, plus:** ● Administrative conference ● Parent/guardian conference ● Lunch or after-school detention ● Post Suspension Conference ● Behavior intervention plan, when appropriate

LEVEL IV	**Long Term Suspension - Up to 10 School Days** **All Level I – III responses, plus:** ● Required parent/guardian conference ● Administrative re-entry meeting
LEVEL V	**Extended Suspension (Up to 10 Consecutive School Days - Discipline Hearing Required)** **All Level I – IV responses, plus:** ● Formal disciplinary conference ● Required parent/guardian meeting ● Individual behavior support planning
LEVEL VI	**Recommendation for Expulsion** • Recommendation for expulsion • Expulsion hearing • Re-entry conditions, if applicable

Behavior Definitions and Intervention Levels

The six behavior levels above establish the framework used to determine the range of interventions and disciplinary responses that may be appropriate for student misconduct. Responses are progressive and cumulative unless the circumstances of the incident warrant a different administrative response.

Repeated infractions may result in an escalation in disciplinary action, including and up to long term suspension or expulsion.

The shaded levels identify the range of disciplinary responses that may be considered for each behavior. Placement within a range does not require a specific disciplinary response.

ACADEMIC DISHONESTY

Presenting work as authentic when it is not. This includes copying, unauthorized assistance, sharing answers, plagiarism, falsifying academic information, or submitting AI-generated work as original when such use is not authorized.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
X	X				

ALCOHOL, MARIJUANA (THC), or CONTROLLED SUBSTANCE DISTRIBUTION

Selling, sharing, transferring, distributing, attempting to distribute, or possessing with the intent to distribute alcohol, marijuana (THC), controlled substances, unauthorized prescription medication, or other illegal substances.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
			X	X	X

ALCOHOL, MARIJUANA (THC), or CONTROLLED SUBSTANCE POSSESSION

Possessing alcohol, marijuana (THC), controlled substances, unauthorized prescription medication, or other illegal or controlled substances on school property, at a school-sponsored activity, or while under the school's jurisdiction.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
	X	X	X	X	

ALCOHOL, MARIJUANA (THC), or CONTROLLED SUBSTANCE USE

Using, consuming, being under the influence or exhibiting signs of impairment from alcohol, marijuana (THC), controlled substances, unauthorized prescription medication, or other illegal substances while on school property, at a school-sponsored activity, or while under the school's jurisdiction.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
	X	X	X	X	

ARSON

Intentionally starting, attempting to start, or assisting in starting a fire or causing an explosion that damages or creates a substantial risk to people, property, or school operations.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
		X	X	X	X

BULLYING / CYBERBULLYING

Intentional written, electronic, verbal, social, or physical conduct that creates fear of harm, a hostile or humiliating educational environment, a power imbalance, or interferes with a person's ability to participate in or benefit from school.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
	X	X	X	X	X

CARELESS OR RECKLESS BEHAVIOR

Conduct that creates a foreseeable risk of injury or property damage, including unintentional behavior that causes harm or intentional conduct likely to result in unintended harm.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
	X	X	X	X	

CELL PHONE / ELECTRONIC DEVICE MISUSE

Using, possessing, displaying, recording, photographing, messaging, charging, wearing, or otherwise accessing a personal electronic device in violation of the Girls Global Academy Student Cell Phone & Personal Electronic Device Policy. Unauthorized recording, refusal to surrender a device, or device use connected to another violation of the Student Code of Conduct may result in additional disciplinary action.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
X					

CONFLICT ESCALATION / FIGHT PROMOTION

Engaging in conduct that encourages, organizes, promotes, records, livestreams, announces, or otherwise contributes to a physical altercation or increases the likelihood of violence or disruption within the school community. Examples include encouraging others to fight, gathering spectators, recording or sharing fight videos, coordinating fights through electronic communication, or interfering with staff efforts to safely de-escalate an incident.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
	X	X	X	X	

CLASS CUT / SKIPPING CLASS

Being present at school but failing to report to or remain in an assigned class, intervention, advisory, detention, or other required setting without permission.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
X	X				

DEFIANCE / INSUBORDINATION

A verbal or nonverbal refusal to comply with a reasonable staff direction, identify oneself, report to an assigned setting, or participate in an assigned disciplinary response. This includes conduct that materially interferes with school activities or the authority of school personnel. Examples include refusing a reasonable staff direction, refusing to identify oneself, refusing to report to an assigned location, refusing to participate in an assigned disciplinary response, or refusing to comply during a safety intervention.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
X	X				

DISRUPTIVE BEHAVIOR

Language, gestures, actions, noise, or minor physical conduct that distracts from or interferes with instruction, another student's learning, school activities, transportation, or the orderly operation of the school.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
X	X				

EXTORTION / ROBBERY

Obtaining or attempting to obtain money, property, services, access, or information from another person through force, intimidation, coercion, or threats.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
		X	X	X	X

FALSE ACTIVATION OF ALARM / EMERGENCY DEVICE

Knowingly activating, tampering with, or causing the activation of a fire alarm, emergency alert, sprinkler system, emergency communication system, or other safety device when no emergency exists. In addition to disciplinary action, students and/or their parent(s)/guardian(s) may be held responsible for costs associated with the emergency response, including the unnecessary dispatch of emergency personnel.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
		X	X	X	

FALSE ALLEGATIONS / FALSE REPORTING

Knowingly making or causing a false accusation, complaint, report, or statement against another student, staff member, volunteer, or school community member that is intended to deceive, harm another person's reputation, interfere with a school investigation, or result in disciplinary, legal, or other adverse consequences. This includes intentionally providing false information during a school investigation or making false reports to school officials or law enforcement.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
	X	X	X	X	

FIGHTING

An aggressive physical altercation between two or more individuals in which participants exchange or attempt to exchange physical blows or other violent contact.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
		X	X	X	

FIREARM / DESTRUCTIVE DEVICE

Possessing, carrying, concealing, transferring, displaying, threatening with, or using a firearm, starter gun, explosive device, destructive device, or any item defined as a firearm under applicable law.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
					X

HARASSMENT

Unwelcome statements, actions, gestures, posts, messages, or other conduct intended or reasonably likely to alarm, intimidate, demean, target, or cause significant emotional distress to another person. Harassment may include conduct based on a legally protected characteristic and includes repeated verbal targeting, public humiliation, online harassment, threatening messages, or group exclusion intended to harm another person.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
	X	X	X	X	X

INAPPROPRIATE LANGUAGE

Written, spoken, electronic, or nonverbal communication that is offensive, obscene, vulgar, profane, derogatory, or disrespectful toward another person or inconsistent with the expectations of the school community. Depending on the content, intent, target, frequency, and impact of the communication, behaviors involving discriminatory language, severe harassment, threats, or language that incites violence or substantially disrupts the school environment may warrant a higher level of disciplinary response or be addressed under other applicable provisions of the Student Code of Conduct.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
X	X	X	X	X	

PHYSICAL AGGRESSION

Intentional physical contact or behavior directed toward another person that is inappropriate, unwanted, or has the potential to cause harm but does not result in serious bodily injury. Physical aggression includes behaviors intended to intimidate, provoke, or escalate conflict and may occur with or without retaliation.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
	X	X			

PHYSICAL ATTACK

Intentionally causing, attempting to cause, or threatening to cause serious physical injury to another person through physical violence. This includes conduct that results in injury, involves repeated or severe physical attacks, or otherwise creates a significant risk to the safety of students, staff, or others.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
		X	X	X	X

SEXUAL HARASSMENT

Unwelcome verbal, nonverbal, written, electronic, visual, or physical conduct of a sexual nature that interferes with a student's ability to participate in or benefit from the educational environment, creates an intimidating, hostile, or offensive educational environment, or otherwise violates the rights of another individual.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
	X	X	X	X	X

TECHNOLOGY / SOCIAL MEDIA MISUSE

Using technology, social media, messaging applications, websites, Artificial Intelligence (AI), or electronic devices in a manner that disrupts the school environment, threatens the safety or well-being of others, violates privacy, targets students or staff, interferes with school operations, or otherwise violates school policies. Prohibited conduct includes, but is not limited to, unauthorized recording or livestreaming; creating or using impersonation accounts; cyberstalking; doxxing; swatting; posting, sharing, or distributing confidential school information; creating, sharing, or distributing deepfake images, videos, or other manipulated digital content; using AI or other technology to create harmful, deceptive, or misleading content; recording, promoting, organizing, encouraging, announcing, coordinating, or sharing physical altercations or fights through electronic communication or social media; or using technology to facilitate another violation of the Student Code of Conduct.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
	X	X	X	X	

THEFT

Taking, possessing, receiving, concealing, or exercising unauthorized control over school property or the property of another person with the intent to permanently or temporarily deprive the owner of its use or value.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
	X	X			

THREATS / INTIMIDATION

A verbal, written, electronic, physical, or symbolic act that communicates an intent to cause physical harm, damage property, intimidate another person, or create fear for a person's safety. This includes threats that substantially disrupt the school environment or interfere with another student's ability to participate in school. Examples include verbal threats, threatening gestures, written or electronic threats, social media threats, group intimidation, or conduct that causes another person to reasonably fear for their safety.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
		X	X	X	

TOBACCO, NICOTINE, or ELECTRONIC SMOKING DEVICES

Possessing, using, distributing, or selling tobacco products, nicotine products, electronic cigarettes, vape devices, vape cartridges, or related accessories on school property or at school-sponsored activities.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
X	X				

VANDALISM / PROPERTY DAMAGE

Damaging, defacing, destroying, altering, or misusing school property or the property of another person, including graffiti and intentional misuse of equipment. In addition to disciplinary action, students and/or their parent(s)/guardian(s) may be responsible for the cost of repairing or replacing damaged property, as permitted by law and school policy.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
	X	X	X	X	

WEAPONS or OBJECTS USED AS WEAPONS

Possessing, concealing, displaying, selling, using, or threatening to use a weapon, or using any object in a manner capable of causing or intended to cause physical injury. This includes objects not ordinarily considered weapons when used or intended to be used to inflict harm. This includes throwing or propelling an object at another person with the intent to cause harm or in a manner likely to cause injury.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
		X	X	X	X

Manifestation Determination Review

Manifestation Determination Review (MDR)

In Washington, DC, a Manifestation Determination Review (MDR) must be held within 10 school days of any decision to change a student with a disability's placement due to a code of conduct violation, such as a long-term suspension exceeding 10 cumulative or consecutive days.

GGA must hold a MDR within 10 school days of the removal that constitutes a change in placement. During this meeting, the IEP team must determine if the conduct in question was a manifestation of the student's disability, considering:

- If the conduct in question was caused by or had a direct and substantial relationship to the student's disability; or
- If the conduct in question was a direct result of the GGA's failure to implement the 504 Plan, IEP, Health Plan, ADA Documentation.

During this meeting, the team should:

1. Document the incident, including:
    - Reviewing existing accounts of the incident;
    - Recording the student's account of the incident;
    - Recording the parent's account of or input regarding the incident;

2. Review relevant student information, including

- Review the student's 504 Plan, IEP, Health Plan, ADA Documentation;
- Review the student's comprehensive file;
- Review teacher observations;
- Review the student's behavior intervention plan, if applicable, or consider if a functional behavior assessment and behavior intervention plan would be appropriate for the student;

3. Determine if the conduct in question was a manifestation of the student's disability, including:
    - If the conduct is directly related to the student's disability; or
    - If the conduct was the direct result of a failure to implement the 504 Plan, IEP, Health Plan, ADA Documentation;

4. Determine services to ensure the provision of FAPE.

Manifestation Determination Outcomes
If the Manifestation Determination team determines that the behavior is not a manifestation of the student's disability, the student may be disciplined in the same manner as a student without a disability who has violated the same or similar code of conduct. If the Manifestation Determination team determines that the behavior is a manifestation of the student's disability, it must conduct an FBA and implement a (BIP), if appropriate; or, if a BIP has already been developed, GGA should review the plan and make updates as necessary to address the behavior and placement from which the student was removed; and return the student to the placement from which the student was removed, unless the parent and GGA agree to a change in placement as part of the modification of the BIP.

GGA must ensure that access to FAPE is provided while the student is removed from their placement, including the provision of special education and related services in accordance with the student's IEP and services and supports to enable the student to continue to make progress on IEP goals.

Placement in Interim Alternative Educational Settings (IAES)
Girls Global Academy (GGA) will only remove a student from their current placement to an interim alternative educational setting (IAES) as a result of a disciplinary action. GGA may remove a student to an IAES for no more than 45 days without regard to whether the behavior is determined to be a manifestation of the student's disability if the behavior occurred at school, on school premises, or during a school function and involved:

- Carrying a weapon to or possessing a weapon;
- Knowingly possessing or using illegal drugs, or the sale or solicitation of a controlled substance; or

- Inflicting serious bodily injury on another person.

It should be noted that an interim alternative educational setting (IAES) is a temporary placement that gives Local Education Agencies (LEAs) time to develop an appropriate IEP while keeping the student in school and safe. If the student's behavior did not involve weapons, drugs, or inflict serious bodily injury, the LEA cannot place the student in an IAES.

Due Process

Girls Global Academy is committed to ensuring that all disciplinary decisions are fair, equitable, and consistent with the Academy's values and applicable federal and District of Columbia law. Students should be given due process before any disciplinary decision is finalized for any alleged violation of the Student Code of Conduct, except when an immediate removal is necessary to protect the health, safety, or welfare of students, staff, or the school community.

Initial Due Process
Before any disciplinary decision is finalized, students will be afforded the following due process protections:

- **Notice of the Alleged Violation:** The student and parent/guardian will be informed of the alleged violation of the Student Code of Conduct.
- **Opportunity to Respond:** The student and parent/guardian will be given an opportunity to share their version of the incident, respond to the allegation, present information, and identify any witnesses or evidence they believe should be considered before a disciplinary decision is made.
- **Explanation of the Information:** The student and parent/guardian will be provided with an explanation of the information or evidence supporting the alleged violation.

School administrators will consider all available information before determining an appropriate disciplinary response.

Emergency Removal
If a student's continued presence poses an immediate threat to the health, safety, or welfare of students or staff, the student may be removed from the school environment immediately. The Principal serves as the approving authority for such removals. In these circumstances, the due process procedures outlined above will be provided as soon as reasonably practicable following the student's removal.

Appeals

A student or the student's parent(s)/guardian(s) has the right to appeal disciplinary decisions as outlined below.

Suspension Appeals

A parent(s)/guardian(s) may appeal a suspension decision by submitting a written request to the Principal within five (5) school days of receiving notice of the suspension. During the appeal process, the student and parent(s)/guardian(s) will have the opportunity to present information relevant to the disciplinary decision.

Following a review of the disciplinary record and any additional information presented, the Principal will issue a written decision to uphold, modify, or overturn the suspension. The Principal's decision shall be final.

Expulsion Appeals

A parent(s)/guardian(s) may appeal a recommendation for expulsion by submitting a written request to the Executive Director within five (5) school days of receiving written notice of the recommendation.

If an appeal is received within the required timeframe, the Executive Director will schedule a Discipline Hearing Conference with the Discipline Review Committee. The student and parent(s)/guardian(s) will receive written notice of the hearing, including the date, time, and location, and will have the opportunity to present relevant information, evidence, and witnesses.

After the hearing, the Discipline Review Committee will review all information presented and issue a written decision to uphold, modify, or overturn the recommendation for expulsion.

The student and parent(s)/guardian(s) will receive written notice of the Committee's decision. The decision of the Discipline Review Committee shall be final.

ATTENDANCE POLICY AND PROCEDURES

Regular attendance is essential to academic success, student engagement, and school safety. Girls Global Academy (GGA) expects every student to attend school every day, arrive on time, remain for the full instructional day, and attend every scheduled class period unless an absence is excused under District of Columbia law.

Attendance is a shared responsibility among students, families, and the school. GGA is committed to partnering with families to remove barriers to attendance, promote academic success, and ensure compliance with District of Columbia attendance laws and regulations.

This policy is aligned with requirements established by the Office of the State Superintendent of Education (OSSE), the DC Public Charter School Board (DC PCSB), the School Attendance Clarification Amendment Act of 2016, applicable provisions of the D.C. Municipal Regulations, and all other District attendance laws.

Daily Attendance Procedures

Attendance is recorded for every student during every scheduled class period and instructional setting.

The school doors open at 7:50 a.m. The official instructional day begins promptly at **8:15 a.m.**

If a student is absent without prior notification, GGA will make reasonable efforts to notify the parent or guardian using the school's communication system no later than **9:00 a.m.** Notification may include phone calls, text messages, email, robocalls, or other approved communication methods.

Parents and guardians are responsible for notifying the school whenever their student will be absent.

Arrival and Tardiness

Students are expected to arrive before the start of the instructional day.

A student arriving after 8:15 a.m. must report to the Main Office before proceeding to class.

Students arriving five (5) or more minutes after the beginning of any class period will be marked tardy for that class. Students arriving tardy, missing more than 40% of the school day, whether through late arrival or early dismissal will be marked absent for the day.

Students who arrive late should report directly to their assigned classroom. Teachers will welcome late-arriving students and provide access to instruction. Students attending any portion of a class period will be marked present and tardy rather than absent.

Repeated tardiness may result in attendance interventions, parent conferences, and restorative practices consistent with the Student Code of Conduct.

Excused Absences

Under District of Columbia law, absences may be excused for the following reasons:

- Student illness.
- Medical, dental, behavioral health, or therapeutic appointments.
- Death in the student's immediate family.
- Court appearances or court-ordered activities.
- Religious holidays.
- Religious observances not occurring on an official holiday (up to five cumulative school days annually).
- Military deployment visitation with a parent or legal guardian.
- College visits for students in grades 9–12 (up to three cumulative school days annually).
- Pregnancy- or parenting-related absences permitted by law.
- Illness of a parenting student's child.
- Participation in Take Our Daughters to Work Day.
- School-sponsored field trips.
- School-sponsored athletic competitions.
- School-sponsored educational travel.
- Exclusion from school by public health authorities.
- Emergencies or other circumstances approved by the Principal or designee consistent with District law.

Excused Absence Documentation

Parents or guardians should notify GGA by emailing: **attendance@girlsglobalacademy.org** within **three (3) school days (72 hours)** of the student's return.

The notification should include:

- Student's full name
- Date(s) of absence
- Reason for absence
- Parent/guardian name
- Parent/guardian contact information

Telephone calls alone do not verify an excused absence.

Documentation for excused absences may include:

- Physician or licensed health provider note
- Medical or dental appointment verification
- Court documentation
- Funeral program or obituary
- Military documentation
- Other documentation approved by the Principal

Students absent due to illness for five (5) or more consecutive school days must provide documentation from a licensed medical provider, unless otherwise approved by school administration.

Make Up Work

Students with excused absences shall be provided the opportunity to complete missed assignments, assessments, and instructional activities.

Students will have the same number of school days as the length of the excused absence to complete make-up work unless otherwise determined by the teacher.

Teachers may establish reasonable deadlines for long-term projects and assessments.

Students receiving services under an Individualized Education Program (IEP), Section 504 Plan, or other legally protected educational plan shall receive accommodations consistent with federal and District law.

Late/Missing Work

Students are expected to complete and submit assignments by the established due date. All late or missing assignments must be submitted within ten (10) school days of the original due date.

Late assignments are not eligible for full credit. A 10% deduction will be applied for each school day the assignment is submitted after the established due date.

After ten (10) school days, the assignment will be closed in the teacher's gradebook and will no longer be eligible for submission or credit. Unexcused absences will not extend the submission deadline for missing and late work, and the deduction of 10% per school day remains in effect

The ten school day deadline applies throughout the entire school year, including at the end of a marking period. The end of a marking period does not extend the deadline for submitting late or missing work.

Early Dismissal

Students leaving school before dismissal must be signed out by an authorized adult, unless otherwise permitted by school policy.

Early dismissals count toward attendance calculations when instructional time missed meets the Office of the State Superintendent of Education (OSSE) reporting thresholds.

Athletic and Extracurricular Activities

Students must attend school for at least one-half of the instructional day in order to participate in extracurricular activities, practices, performances, or athletic contests on that day, unless excused by school administration.

For weekend athletic competitions, students must attend school on the last scheduled instructional day preceding the event.

Additional eligibility requirements established by the Athletic Department remain in effect.

Unexcused Absences

An absence is unexcused when:

- No acceptable excuse is submitted.
- Required documentation is not received within the established timeline of five school days
- The reason for absence does not meet District requirements for an excused absence.

Unexcused absences contribute toward a student's chronic truancy reporting requirements.

ATTENDANCE INTERVENTIONS AND TRUANCY PREVENTION

Girls Global Academy emphasizes early intervention rather than punitive responses. Attendance staff will work collaboratively with students and families to identify barriers and develop attendance improvement strategies.

Attendance interventions may include:

- Parent or guardian contact
- Attendance letters

- Student conferences
- Home outreach
- Attendance Success Plans
- Referral to school-based support staff
- MTSS interventions
- Counseling or social work services
- Community-based resources
- Attendance contracts
- Case management

Interventions are individualized based upon student need and may begin before statutory truancy thresholds are reached.

Required Truancy Reporting

In accordance with District law:

- After the 5th Unexcused Absence
    - GGA will initiate attendance interventions and document efforts to improve attendance.
- After the 10th Unexcused Absence
    - District law requires GGA to:
    - Notify the Office of the State Superintendent of Education (OSSE) within two (2) business days.
    - Continue implementing documented attendance interventions.
    - Inform parents of available attendance supports and resources.

GGA will provide the student's parent or guardian with required truancy prevention information as required by law.

Mandatory Reporting by Student Age

When educational neglect is suspected for students aged 13, GGA shall comply with mandatory reporting requirements and make a referral to the Child and Family Services Agency (CFSA), as required under District law.

When required by District law, students between the ages of 14-17, meeting statutory truancy criteria may be referred to the Court Social Services Division (CSSD) of the Superior Court of the District of Columbia, following documented school interventions.

Referrals are made in accordance with District statutes and applicable guidance from OSSE and the District of Columbia courts.

Chronic Absenteeism

A student is considered chronically absent when they miss 10 percent or more of the school days in which they are enrolled, regardless of whether the absences are excused or unexcused.

GGA monitors chronic absenteeism throughout the school year and implements interventions designed to improve attendance before students become chronically absent whenever possible.

Withdrawal for Nonattendance

Students absent for 20 consecutive school days without communication from a parent or guardian and after documented outreach efforts may be withdrawn in accordance with OSSE enrollment and residency requirements.

Withdrawal does not eliminate compulsory attendance obligations.

GRADING AND ATTENDANCE

Attendance will not be used as the sole basis for determining a student's academic grade. However, students remain responsible for completing required coursework and assessments. Failure to complete required assignments due to excessive absences may affect academic performance.

Virtual or Remote Learning

If instruction is provided remotely due to emergency closures or other authorized circumstances, attendance requirements remain in effect.

Attendance may be verified through:

- Participation in live virtual instruction;
- Submission of assigned work;
- Meaningful engagement through the approved Learning Management System

Students receiving accommodations through an IEP or Section 504 Plan will continue receiving attendance accommodations consistent with those plans.

UNIFORM AND DRESS CODE POLICY

The scholar Dress Code policy at Girls Global Academy is that ALL trailblazers are expected to wear the required Dress Code *(pants, shorts or skirts and Girls Global Academy shirt* every day, unless otherwise indicated. Students must wear a top that has a GGA Logo at all times.

Students have a choice of any of these option(s) that have our GGA logo:

- GGA Polo Shirt - Dark Purple or Black

- GGA T-Shirt - Dark Purple and Green Athletic Shirt
- GGA White Short or Long Sleeve Dress Shirt
- GGA Sweatshirt
- GGA Student Designed Hoodie
- GGA Zip Up Fleece Sweater

Our goal is to provide simple guidelines to ensure students are ready and prepared for school and represent GGA in the community. We reserve the right to adjust this dress code to ensure our attention is focused on what matters - your student's education. We will also expect students to dress professionally when they represent GGA in the community.

Bottoms

All types and colors of bottoms are allowed including pants, skirts, and shorts, with some exceptions. To maintain a professional learning environment, the following items are prohibited:

- No sleepwear of any kind

Expectations

- Jeans are acceptable, no extreme cutouts/tears
- Shorts and skirts must be longer than mid-thigh
- Uniform shirts are not to be torn or styled in a way that shows the midriff

Shoes

You choose! All shoes are allowed, with the exception of some shoes for safety:

- No flip-flops or slides
- No slippers or house shoes

Head Coverings

- Decorative head coverings, hijabs, wraps, and bandanas *are allowed*
- Bonnets, do-rags, and other sleepwear *are prohibited*

PE and Athletics Uniform

- GGA Athletic Shorts (students can wear black leggings under shorts during PE)
- GGA Athletics T-Shirt (GGA Provides all students with a physical education uniform)

Uniform and Dress Code FAQs

Where can I get uniforms?

GGA has contracted with a uniform vendor Risse Brothers. All uniforms are available for

purchase online https://www.rissebrothers.com/ and can be shipped to your home. In addition, uniforms can be purchased in person at their facility: 9700 Martin Luther King Jr Highway Suite B, Lanham, MD 20706. (301) 220-1985

Why does GGA not have a more restrictive uniform and dress code?

GGA's uniform and dress code aims to follow best practices, is informed by the research, and is intended to allow our school community to focus on their education. In 2018 the National Women's Law Center commissioned a report of Washington D.C. 's dress code titled: Dress Coded: Black girls, bodies, and bias in Washington D.C. Schools. This report tells us that most schools have overly strict dress code rules, focus on what's wrong with girls' bodies, and are based on race and sex based stereotypes. Therefore GGA strives to be different when it comes to uniform and dress code that focus more on education, and allows girls to make choices for themselves.

How did GGA decide on this uniform and dress code policy?

GGA's co-founders believe that it is important to engage parents and students about what the uniform should look like at GGA. We had conversations with families and students early in the process, solicited feedback from all school community members through a survey, and finally proposed a version of this policy for enrolled parents, families, and students. Through this feedback process the policy was refined and improved and will continue to be refined as GGA grows and learns more from its families and students.

Can I as a parent (or family) limit what my student wears?

Families are encouraged to have conversations and make family based decisions on what you think is appropriate for school. Some families prefer to limit the color and types of pants, while others prioritize choice. GGA encourages families and students to talk about how clothing can impact your identity and the perception others have of you.

How will the dress code be enforced?

Students will be checked for the dress code as they enter the building and in their advisory first period. See *Discipline Policy* for additional information.

What if I forget my uniform?

All it takes to be in uniform is a uniform top. GGA recommends you keep an extra uniform top in your locker just in case. But if you need a shirt we will have extra shirts available to borrow. If you are wearing an item that is out of dress code, you may be required to call a parent/family member to bring the needed item to school

CELL PHONES & PERSONAL ELECTRONIC DEVICES

Girls Global Academy maintains a bell-to-bell, device-free school environment to protect instructional time, support student safety, strengthen relationships, and reduce distractions during the school day. This expectation applies to all GGA students in grades 9–12.

Bell-to-Bell Expectations

Upon arrival at school, students must power off and check in all personal electronic devices. Students will report to their assigned grade-level storage station, where staff will verify the student's assigned storage bin, secure the device in the bin, and lock the staff-controlled cabinet. Devices will remain inaccessible to students throughout the school day.

Daily Phone Check-In and Return

When	What Happens
Arrival	Students report to the assigned grade-level storage station and powers off all personal electronic devices.
Check-In	Staff verify the student's assigned storage bin and secure the device in the locked, staff-controlled cabinet.
During the School Day	Devices remain secured and inaccessible to students from bell to bell, including during classes, advisory, lunch, transitions, and assemblies.
Tardy Arrival	Students check in the device through the Main Office or designated late-arrival station before reporting to class.
Early Release	The Main Office completes student sign-out before an authorized staff member releases the device.
Regular Dismissal	Students retrieve the device through the assigned release process. The device must remain powered off and put away until the student exits the building and clears the school entrance area.
Re-Entry	A student who returns to the instructional building must check the device back in before returning to class or another school activity.

This includes:

- Cell phones, including backup or secondary phones
- Smartwatches
- Earbuds and headphones
- Personal tablets and laptops
- Gaming devices
- Wireless hotspots
- Smart glasses
- Other personal devices capable of calling, messaging, recording, accessing the internet, or communicating wirelessly

School-issued technology being used under staff direction is not included in this restriction.

Students may not possess, retrieve, access, charge, hear, wear, exchange, or use a covered personal device during classes, advisory, lunch, transitions, assemblies, or other school-day activities. Students arriving late must check in their devices through the Main Office or designated late-arrival station before reporting to class.

Getting Devices Back

At regular dismissal, students will retrieve their devices through their assigned release process. Devices must remain powered off and put away until students have exited the building and cleared the school entrance area.

Students leaving school early must complete the Main Office sign-out process before their device is released. Students who return to the building during the instructional day must check their device back in before returning to class.

What Happens if a Student Does Not Follow the Policy?

GGA uses progressive responses when students do not follow the device policy. Violations are documented and cumulative throughout the school year. Responses increase when violations are repeated.

Violation	What Families Can Expect
Arrival Noncompliance	Device secured for the day, expectation retaught, and incident documented.
1st Violation	Device collected, student reflection/reteaching, family notification, and incident documented.

2nd Violation	Device collected, family contacted, restorative conference, school-based consequence, and written compliance commitment.
3rd Violation	Student-family-administrator conference and an enhanced check-in or temporary no-device-to-school plan.
4th+ Violation	Individualized action plan, possible direct office drop-off/no-device-to-school plan, and Student Support Team/MTSS referral.

Device-return procedures also become more restrictive with repeated violations and may require parent/guardian pickup or administrative authorization.

Refusing to Turn Over or Hiding a Device

Students may not hide devices, submit a false or substitute device, use another student's storage assignment, retrieve a device without permission, or attempt to access another student's device or storage bin.

Students who refuse to surrender a device or intentionally attempt to bypass the policy will be referred to the Culture Team or administration. Refusal alone does not automatically result in out-of-school suspension. Separate behaviors such as threats, aggression, significant disruption, or property damage may be addressed under the GGA Code of Conduct.

Unsafe or Inappropriate Device Use

Using a device to record or promote a fight, bully or harass someone, make threats, distribute inappropriate material, engage in academic dishonesty, record others in private or confidential settings, or interfere with emergency directions may result in both a device-policy consequence and consequences for the underlying behavior.

Recording in restrooms, changing areas, health spaces, confidential meetings, disciplinary incidents, fights, or active emergency situations is prohibited.

Exceptions

Limited exceptions may be approved and documented for:

- Medical or health-care needs
- IEP, Section 504, disability, or language-access needs
- Documented extenuating personal circumstances
- Specific educational purposes when a reasonable school-provided alternative is unavailable

- Safety or emergency situations as directed by administration

Teacher permission alone does not create an exception to the policy.

How Families Can Contact Students During the School Day

Families who need to reach their student during the school day should contact the GGA Main Office. Staff can deliver an urgent message, bring the student to a supervised location, or arrange an approved return call.

During an emergency or safety drill, students should not retrieve their phones unless directed to do so by school officials. GGA will communicate necessary information to families through the school's approved communication systems.

Shared Responsibility

Students are responsible for checking in every covered device they bring to school and following staff directions regarding device storage and return. By signing the Student & Family Handbook acknowledgment, students and families confirm that they have received and reviewed GGA's device expectations. Failure or refusal to sign the acknowledgment does not exempt a student from the policy.

SCHOOL ISSUED DEVICES

Girls Global Academy provides a 1-to-1 technology program to foster a rich learning environment, access to ideas and content from our global world, and to allow for development of skills with technology, communication, and research.

Students and staff are required to use technology responsibly, including chromebooks and other devices. This policy provides guidelines on appropriate and safe use, consequences for violations of this policy, and an agreement that must be signed to have access to the equipment. Students will be provided training on using technology and the internet safely.

Technology provided may be used outside of school. Students, families and staff acknowledge this equipment is on loan and is property of Girls Global Academy and must be returned when asked. School equipment and internet access should

only be used for educational purposes. Girls Global Academy reserves the right to limit or restrict, without notice, any individual's use of these systems, and to inspect, copy, remove or delete any content that represents unauthorized use of this technology.

Access: Devices

Chromebooks/ laptops will be issued to each student/ staff with a charger. This device is the property of Girls Global Academy but is the responsibility of the student/staff to protect from breakage or loss. Students may be provided an additional device for access to the internet at home. This device is the property of Girls Global Academy but is the responsibility of the student to protect from breakage or loss.

Access: Internet

Students/staff will be granted access to the internet network of Girls Global Academy to participate in school lessons and activities on their school owned devices. Personal devices will not be permitted to access the schools internet network.

Access: Email

Students/Staff will be provided a school based email address for exclusive use for school related purposes.

Acceptable Use

Technology is for the sole use of accessing academic content as assigned and determined by teachers and staff at Girls Global Academy. Students/staff are expected to follow the terms and conditions outlined below at all times.

Maintenance of Devices

Girls Global Academy is responsible for general maintenance and tech support on all school-owned equipment, but students/ families are expected to follow standards of care with issued equipment. Students/ Families are also expected to notify school staff if they discover damage to tech equipment.

Care for Devices

- Only use a clean, soft cloth to clean the screen, no cleansers of any type
- Make sure hands are clean before using
- Cords and cables must be inserted carefully to prevent damage
- Devices must remain free of any writing, drawing, stickers, or labels that are not the property of GGA
- The devices have sufficient padding to protect from normal treatment, but that does not mean it is indestructible
- Do not bump the device against lockers, walls, floors, etc. as it will eventually break the screen

- Keep away from food and drink
- Document any software/hardware issues to your teacher as soon as possible
- Sound must be muted at all times unless permission is obtained from the teacher for instructional purposes

Internet Safety

In compliance with the Children's Internet Protection Act (CIPA), Girls Global Academy filters internet content accessed using the school network. This filtering extends to home use on Chromebooks viaGoGuardian monitoring. All activity is monitored. Parental/Family supervision is strongly advised while the school equipment is being used at home.

Security on any computer system is a high priority, especially when the system involves many users. Any suspected security problem on the Internet shall be reported immediately to the Director of Operations. Any user identified as a security risk or having a history of problems with other computer systems shall be denied access to the Internet.

Activities Strictly Prohibited

Students/Staff are prohibited from using school technology for any unauthorized or unlawful purpose. This includes unlawful internet use. Whether on school property or at home, users must adhere to this policy and will be accountable for content accessed and downloaded off campus and brought into the school network. Inappropriate, unauthorized, and illegal use of the internet or school network services and applications may result in the cancellation of privileges and appropriate disciplinary action taken.

The activities listed below are not permitted:

- Damaging or modifying computers, computer systems, or computer networks. including the use of external hard drives or other electronic storage devices
- Sending, viewing or displaying offensive messages or pictures (including, but not limited to, pornographic, obscene, or sexually explicit material, sexual comments, and jokes or images that would violate school policies)
- Technology devices may NOT be used for instant messaging, iMessage, FaceTime, or visiting chat rooms or non-school social networking websites such as Facebook, Twitter, Instagram, etc. unless access has been specifically approved by GGA.
- Using obscene or offensive language, threatening, bullying, harassing, insulting or attacking others or otherwise intended to demean recipients, including sending spamming emails
- Employing the network for commercial purposes, financial gain, or fraud
- Violating copyright laws or trying to pass off material copied from the Internet as your own (see Academic Honesty Policy)

- Using others' passwords or disclosing your password to an unauthorized person
- Using provided internet access or network to share personal information about yourself or someone else, such as name, phone number, address or photo, without permission from a staff member and parent/guardian
- Misrepresentation of Girls Global Academy
- Uploading, downloading, or copying software without the authorization of a staff member
- Illegal installation or transmission of copyrighted materials
- Bypassing the GGA web filter through a web proxy
- Vandalizing (any malicious attempt to harm or destroy hardware, software or data, including, but not limited to, the uploading or creation of computer viruses or computer programs that can infiltrate computer systems and/or damage software components) school equipment
- Exchanging devices with another student
- Inappropriate media may not be used as a screensaver or background photo Violations

The use of the Internet is a privilege, not a right, and inappropriate use shall result in a cancellation of those privileges and may result in disciplinary or legal action by the administration, faculty, or staff.

Breakage

Students/ Families may be held financially responsible for intentional damage to equipment, or damage that results from neglect of equipment, or loss. Responsibility includes the cost of replacement or repair for damaged or missing equipment. *Approximate Replacement Costs that may be billed:*
Loss of Chromebook: $350 Loss of Internet Device: $250 Damaged Screen: $150 Damaged Keyboard: $100 Lost Charger: $30

Girls Global Academy Technology Agreement

The use of the GGA technology resources is a privilege, not a right. The privilege of using the technology resources provided by GGA is not transferable or extendible by students to people or groups outside the district and terminates when a student is no longer enrolled at the issuing school. This policy is provided to make all users aware of the responsibilities associated with efficient, ethical, and lawful use of technology resources. If a student/staff violates this policy, privileges may be terminated, access to the school's technology resources may be denied, and the appropriate disciplinary action shall be applied. The GGA Discipline Policy shall be applied to student infractions.

By using school technology, I agree to:

❏ Be responsible in my use of devices
❏ Take responsibility to take good care of my device(s)
❏ Let GGA staff know if my device does not work
❏ Be safe in how I access the internet
❏ Only use the internet for school purposes
❏ Be polite and use appropriate language
❏ Not disclose my or other students' personal information
❏ Understand that the equipment that I am borrowing is the property of GGA. In the event that the equipment is lost or damaged, I understand that I may be responsible for the cost of replacement or repair.

Students and families are responsible for reading the Girls Global Academy technology policy and signing the technology agreement, which students are issued their technology at the beginning of each school year.

Internet Safety Tips for Families

Learn the basics of internet safety!

Children use a variety of online services, and each of these services can have different safety concerns. However, there are some basic tips which you can employ no matter how your children use the Internet:

- Keep the computer in a high-traffic area of your home.
- Establish limits for which online sites children may visit and for how long.
- Remember that Internet technology can be mobile, so make sure to monitor
- cell phones, gaming devices, and laptops.
- Surf the Internet with your children and let them show you what they like to do
- online.
- Know who is connecting with your children online and set rules for social
- networking, instant messaging, e-mailing, online gaming, and using webcams.
- Continually dialogue with your children about online safety.

Start a discussion with your child:

- What are your favorite things to do online?
- What is personal information? Why should you keep it private?
- What could you do to be safer online?
- What would you do if anyone online asked to meet you face-to-face?
- Besides me, who do you feel that you can talk to if you are in a scary or
- uncomfortable situation?

- If you're curious to learn about things, what do you do? Who do you ask about that information?

Check out these resources from the National Center for Missing and Exploited Children:
http://www.netsmartz.org/TipSheets
http://www.netsmartz.org/InternetSafety

IMMUNIZATION REQUIREMENTS

District law requires all students to maintain required immunization documentation.

Students who fail to comply with District immunization requirements may be excluded from in-person attendance, as required by law, until compliance is achieved.Students may receive religious or medical documentation, exempting them from immunization exclusion.

During exclusion, students may be provided instructional opportunities consistent with applicable District guidance.

Compliance Statement

Girls Global Academy administers attendance in accordance with:

- Office of the State Superintendent of Education (OSSE)
- DC Public Charter School Board (DC PCSB)
- School Attendance Clarification Amendment Act of 2016
- D.C. Official Code §§ 38-201 through 38-208
- D.C. Municipal Regulations governing attendance
- Individuals with Disabilities Education Act (IDEA)
- Section 504 of the Rehabilitation Act
- Americans with Disabilities Act (ADA)
- Family Educational Rights and Privacy Act (FERPA)

This policy may be revised as District laws, regulations, or OSSE guidance are updated.

FOOD POLICY

All students have access to breakfast and lunch every day.

Food Services are provided by an external vendor 'Genuine Foods', which is used by many local charter schools.

- Breakfast is served between 7:45 am and 8:15 am. Students may be provided extended breakfast in line with local regulations.
- Lunch is served between 11:15 am and 12:00 noon
- Students choosing to bring their own packed lunch may do so.
- GGA is a closed campus and therefore does not allow students to leave the building for lunch.
- Outside food is not permitted into the building from fast food restaurants or other local restaurants, even if parents or families drop it off. GGA participates in the Community Eligibility Program as a part of the National School Lunch Program to be able to provide free lunch to all families, but this application is pending final approval. Families may be asked to complete and submit a Free and Reduced Meal (FARM) Application annually so that the school remains in compliance with Federal and local requirements.

Food Allergies

We are a peanut and tree nut free zone. Please do not bring these items to the school. They are not permitted to be consumed in the building.

GGA will make every effort to provide accommodations to students requiring alternative nutrition in line with the NSLP. Families are asked to inform GGA as a part of the enrollment process. If accommodation needs change, please notify the main office immediately. GGA reserves the right to make additional restrictions to allow food based on student safety requirements.

HEALTH POLICY

Health Forms and Records

All students must provide the following forms or their enrollment may be revoked:

- Universal Health Certificate
- Oral Health Certificate
  If you need additional Information on immunizations please visit:
- DC Health Immunization Requirements
- HPV Opt-Out Forms

Forms are available in other languages at DC Health.
Information on finding a doctor, getting assistance for school related health needs, other FAQs, visit DC Health's School Services Program.

Medications

All students must have Doctor's orders and all necessary forms on file before medications may be administered. An adult must bring the medication to the Health Office in the original prescription container. Due to safety concerns, a student may not carry any medication except where explicitly stated in the health orders, such as an inhaler.

The school nurse maintains medical records on each student. We must have immunization records and emergency contact information for each student. Guardians should inform us immediately of any special health problems or concerns. If a student becomes ill during the day, he will be given immediate attention. If she cannot return to class, her guardian will be called to come pick her up immediately.

Over the Counter Medications

GGA employees cannot provide over the counter medications to students without a medical professional's written instructions.

Sports

Students interested in sports team participation must have a current physical and proper paperwork to "self-administer" any needed medications during the sporting season.

Stay Home Policy

GGA asks that parents and guardians keep a student home who exhibits one or more of the following symptoms: fever, vomiting, diarrhea, difficulty breathing, severe coughing, and a rash or hives of unknown origin. A student may not return to school until they are free from vomiting, diarrhea, or fever for 24 hours, or a doctor's note has been provided if requested. We require that an antibiotic that has been prescribed for any contagious illness be in the student's system for a minimum of 24 hours before returning to school. Health Office staff will provide communication to parents of injuries and illnesses that occur during the day by phone call or a note home. We ask that parents and guardians keep the school updated with working phone numbers so they may be reached, especially in case of an emergency.

Emergency Preparedness

GGA has staff that are trained in CPR. We also maintain AED machines and staff training in their use during emergencies. 911 will be called for all medical emergencies.

Safety Procedures

Full emergency procedures and protocols are shared only upon request from the Director of Operations in the main office to ensure the safety of our procedures themselves. Here, we have provided an outline of the procedures in place.

School Security

- Where possible, GGA doors are always locked from the exterior of the building and locked from the inside to ensure the space remains secure for our students, while maintaining allowable emergency egress.
- GGA contracted with outside security personnel to provide additional supervision during entry and exit times.
- GGA reserves the right to conduct search and seizure on an as-needed basis. We do not have daily metal detector screenings, but will periodically conduct bag and locker searches as needed to ensure the safety and wellbeing of our students.
  Guest Policy
- GGA allows guests to visit the building, including parents and families, provided they are not interrupting instructional time. Parents and guardians may shadow their student(s) with advanced notice.
- All guests will be required to sign in--a process that includes scanning a valid photo ID which provides a quick background check service to ensure the safety of our school community. Without a valid school ID, you will not be permitted to enter the building.
- If a parent or guardian would like to meet with a teacher, principal, SPED Coordinator, or other school staff - they must make an appointment through the main office or with the person they are visiting. Those without an appointment may not be able to meet with the person they wish to see at that time.
- Those guests or volunteers who are in the building for more than 10 hours per week will be required to be fingerprinted.

Emergency Drills

GGA conducts regular emergency drills to ensure preparedness of students and staff during actual emergencies. This includes:

- Fire Drills - all people are required to evacuate the building and go to the corner of 8th and H street, if the drill is extended beyond a few minutes, or there is inclement weather, we will go to the courtyard of the Portrait Gallery. Students are not permitted to leave the supervision of the assigned teacher without being signed out by an authorized contact.
- Lockdown drills - all personnel are required to follow procedures and stay in place and out of sight until released by school or police authorities.

SEARCH & SEIZURE POLICY

Girls Global Academy may use metal detectors or other detection devices to ensure school safety. Girls Global school personnel may search anything on school property such as lockers, and personal belongings. ***Unauthorized items and/or items that threaten the safety of others will be seized and appropriate disciplinary action will be taken.*** Personal property of a random group of trailblazers can be searched with reasonable suspicion or if the group of trailblazer searched is chosen at random. Searches of a trailblazer themselves may also be done with reasonable suspicion. The search must be done by a staff member who is the same sex as the trailblazer and there must always be a second staff member present as a witness. Trailblazers and parents are responsible for checking clothing, book bags, purses and all trailblazer personal possessions for illegal and unauthorized items before entering the school safety zone.

BULLYING PREVENTION POLICY

Girls Global Academy expects students to treat one another in accordance with the values of the school and contribute to a positive and joyful culture. Acts of bullying interrupt and disrupt the learning experience for our school community. GGA aims to provide a safe, inclusive, and equitable environment and all members are encouraged to report incidents of harassment, intimidation, and bullying. The bullying policy is intended to describe how the school will identify, prevent, and respond to bullying, to work with students and families to remedy situations, and to connect students with services as needed.

Bullying Defined

Bullying means any severe, pervasive, or persistent act or conduct whether physical, electronic, or verbal that:

1. May be based on a youth's actual or perceived race, color, ethnicity, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, intellectual ability, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, place or residence or business, or any other distinguishing characteristic, or on a youth's association with a person, or group with any person, with one or more of the actual or perceived foregoing characteristics; and
2. Can reasonably be predicted to:
    - Place the youth in reasonable fear of physical harm to their person or property;
    - Cause a substantial detrimental effect on the youth's physical or mental health;

- Substantially interfere with the youth's academic performance or attendance; or
- Substantially interfere with the youth's ability to participate in or benefit from the services, activities, or privileges provided by an agency, educational institution, or grantee.

Cyberbullying is defined as any bullying done through electronic means which meets the definition of bullying above, including, but not limited to, social media, electronic mail (email), texting or tweeting.

Retaliationis any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Bullying is prohibited

Bullying is prohibited on school grounds, property immediately adjacent to school grounds, at school sponsored or school related activities, functions or programs whether on or off school grounds, on or off a school bus or other vehicles owned, leased or used by the school, at any transit stop at which youth wait to be transported to the school or an event sponsored by the school, or through the use of technology or an electronic device owned, leased or used by the school.

Bullying is also prohibited at a location, activity, function or program that is not school related through the use of technology or an electronic device that is not owned, leased or used by the school, if the act or acts in question create a hostile environment at school for the victim, infringe on the rights of the victim at school or materially and substantially disrupt the education process or the orderly operation of a school.

Retaliation against a youth, volunteer or staff member who reports bullying, provides information about an act of bullying, or witnesses an act of bullying is also prohibited.

Administrators will make expectations clear to students and staff that bullying will not be tolerated and will be the grounds for disciplinary action up to and including suspension and dismissal for students. Retaliation against anyone who reports bullying, provides information about an act of bullying, or witnesses an act of bullying is also prohibited.

Proactive approaches for bullying prevention

- Create and promote a school wide culture of positive behavioral intervention and supports
- School-wide bullying prevention campaigns, code of conduct assemblies, positive behavior support program

- Investigate all reports of bullying
- Resources and support for all individuals involved in bullying

Investigating Instances of bullying

Girls Global Academy will investigate and address all incidents of bullying that school personnel know or reasonably should have known are occurring. Incidents of bullying will be promptly investigated by [title of individual responsible for investigations] or a designee. If the investigation reveals that bullying occurred, Girls Global Academy will take prompt and effective steps to end the bullying, eliminate its effects and prevent it from recurring.

Prior to the investigation of an incident, the Principal will take steps to ensure the safety of the alleged victim referenced in a reported bullying incident. Once an investigation is concluded, further steps will be taken as needed to assure the continued safety of the victim from additional incidents of bullying or retaliation.

Reporting Instances of Bullying

All staff members are required to report any bullying they witness or are made aware of. Staff members should immediately record all such incidents in accordance with school procedures for reporting behavior incidents and notify the:

Brianey Winslow, Dean of Students
Girls Global Academy Public Charter School
bwinslow@girlsglobalacademy.org
202-600-4822
733 8th St NW Washington, DC 20001
Submit Form

Any student who believes that they have been the target of bullying or who is aware of bullying is strongly encouraged to promptly report the matter orally or in writing to the:

Brianey Winslow, Dean of Students
Girls Global Academy Public Charter School
bwinslow@girlsglobalacademy.org
202-600-4822
733 8th St NW Washington, DC 20001

Incidents of bullying can be reported to another administrator, or to any other faculty or staff member or member of Girls Global Academy with whom the student is comfortable speaking. Also, any student who is subject to retaliation in violation of this policy or who knows of another student who has been subject to retaliation is urged to report it as soon as possible.

A parent who witnesses or becomes aware of bullying /retaliation is strongly urged to promptly notify the:

Brianey Winslow, Dean of Students
Girls Global Academy Public Charter School
bwinslow@girlsglobalacademy.org
202-600-4822
733 8th St NW Washington, DC 20001

Anonymous Reporting

Reports made by students, parents, and community members may be made anonymously, although no formal response will be taken solely on the basis of an anonymous report. However, such a report may trigger an investigation.

Bystander Policy

Students are expected to report rumors of bullying, planned bullying, as well as bullying actually observed. Students who watch and laugh, but do not report what they have witnessed, are considered bystanders and will be treated as participants.

Investigation Procedures

The Dean of Students will be responsible for investigating reports of bullying and can be contacted at 202-600-4822 or in writing with the Submit Form. If an incident of bullying or retaliation is reported, the Dean of Students will respond quickly and appropriately to investigate and intervene. Complaints or reports of bullying/ retaliation will be investigated in an adequate, reliable and impartial manner. Each investigation will include, as necessary, interviewing witnesses, obtaining documents and allowing the complainant and accused to present evidence.

Investigations will be initiated within two (2) business days of receiving the complaint. During that time, the Principal will also take the following steps:

- Create a written record of the complaint, which will also be included in the final determination letter;
- Take appropriate action to protect, to the extent possible, the safety of the alleged target, which may include contacting relevant parties, intercepting the target or alleged perpetrator if information is received regarding a pending act of bullying or retaliation, and ascertaining the presence of teachers or other employees at a location that has been identified as the site of a pending act of bullying or retaliation;
- Inform the target, alleged perpetrator, and if applicable, witnesses, of the alleged incident and of the initiation of the investigation;

- Make a good-faith attempt to inform the parents or guardians of the target about the alleged incident and any planned investigation, if the target is less than eighteen (18) years of age and if the contact information for the parents or guardians is available or can be requested. If the [title of individual responsible for investigations] determines that informing the parents or guardians may cause harm to, or endanger the health or well-being of the target, the [title of individual responsible for investigations] shall document facts giving rise to such determination, and document the decision not to inform in writing;
- Make a good-faith attempt to inform the parents or guardians of the alleged perpetrator about the alleged incident and any planned investigation, if the alleged perpetrator is less than eighteen (18) years of age. If the [title of individual responsible for investigations] determines that informing the parents or guardians may cause harm to, or endanger the health or well-being of, alleged perpetrator, as the case may be, the [title of individual responsible for investigations] shall document facts giving rise to such determination, and document the decision not to inform in writing; and
- Take into account whether the individuals involved have disabilities and whether there are resulting protections or considerations that must be included in the investigation.

Within thirty (30) days of receiving a report of bullying, the Principal will conduct the investigation and respond to the parents of the students involved in writing, summarizing the course and outcome of the investigation and identifying an appropriate resolution. The written determination will also include the following:

- A description of the incident(s) including the names of individuals involved and behaviors alleged, location of occurrence(s) and whether or not bullying occurred;
- Whether the incident was based on a trait that is covered in the Human Rights Act (as listed in the definition of bullying); and
- The actions that were taken as a result of the findings.
  If it is determined that bullying has occurred, appropriate corrective and remedial action will be taken. Girls Global Academy will make determinations as to whether a reported incident constitutes bullying based on all of the facts and circumstances surrounding the incident. Girls Global Academy will use a preponderance of the evidence standard (i.e., more likely than not that bullying occurred) when resolving complaints.

Steps will be taken as necessary to protect suspected victims of bullying during the course of the investigation process. Girls Global Academy will make every effort to protect confidentiality during the course of the investigation. However, if the Dean of Students learns during the course of the investigation that the reported incident involves criminal activity, the Dean of Students shall communicate such information to the appropriate enforcement agency. If the reported incident or statements during the investigation indicate credible and imminent threat of harm or criminal activity, the Dean of Students and Principal shall immediately report such information

to the appropriate law enforcement authorities and to the Principal. The individual responsible for conducting the investigation will be responsible for making determinations about all confidentiality.

Girls Global Academy will take steps to provide the complainant and accused with periodic updates on the status of the investigation. Once a determination has been made, Girls Global Academy will notify the complainant and accused about the outcome of the investigation, the result of any school disciplinary proceeding that results and the appeal process. [title of individual responsible for investigations] will determine if parents or guardians should be informed prior to or after the investigation of the incident.

Girls Global Academy may notify appropriate law enforcement agencies if school staff determine that the behavior cannot be safely and appropriately handled through school-based disciplinary action. Law enforcement agencies will be notified if mandatory reporting requirements are triggered.

Responses to bullying

- Verbal redirects
- Student Conference with Dean of Students
- Principal and student conference
- Parent / guardian contact
- Parent conference
- Restoration
- Mediation
- Behavior Plan
- Referral for services
- Out of school suspension
- Restorative support upon re-entry

Sanctions and Remedies for Bullying

Girls Global Academy takes a tiered approach to responding to inappropriate behavior. The same approach will be taken when responding to bullying. Girls Global Academy's levels of discipline are designed to (a) appropriately correct the bullying behavior; (b) prevent another occurrence of bullying or retaliation; (c) protect the target of bullying; and are flexible and can be varied in method and severity based on: (i) nature of the incident; (ii) developmental age of the person committing the act at issue, and; (iii) any history of problem behavior from the person committing the act at issue. The Dean of Students will confer with the Principal to determine what disciplinary consequences are appropriate.

Appeals

Any party who is not satisfied with the outcome of the initial investigation and response from Girls Global Academy may appeal in writing to the Principal. Appeals must be made within 30 days of the conclusion of the initial investigation. The secondary investigation shall be completed within 30 days of receipt of an appeal, unless: (1) circumstances require additional time to complete a thorough investigation; (2) the higher-level authority sets forth those circumstances in writing; (3) the additional time is not to exceed 15 days. After completing the secondary investigation, the Principal shall notify the parties in writing of the results of the investigation and of the party's ability to seek additional redress under the DC Human Rights Act.

Brianey Winslow, Dean of Students
Girls Global Academy Public Charter School
bwinslow@girlsglobalacademy.org
202-600-4822
733 8th St NW Washington, DC 20001

SEXUAL HARASSMENT POLICY

Sexual Harassment Prohibited

Sexual harassment, sexual assault and dating violence are strictly prohibited on school grounds, property immediately adjacent to school grounds, at school sponsored or school related activities, functions or programs whether on or off school grounds, on or off school bus or other vehicles owned, leased or used by the school, or through the use of technology or an electronic device owned, leased or used by the school.

Sexual harassment, sexual assault and dating violence are also prohibited at a location, activity, function or program that is not school related or through the use of technology or an electronic device that is not owned, leased or used by the school, if the act or acts in question create a hostile environment at school for the victim, infringe on the rights of the victim at school or materially and substantially disrupt the education process or the orderly operation of a school.

Retaliation against a youth, volunteer or staff member who reports sexual harassment, sexual assault and dating violence, provides information about any such acts, witnesses any such acts, or who testifies, assists, participates or refuses to participate in an investigation, proceeding or hearing is also prohibited.

Administrators will make expectations clear to students and staff that sexual harassment, sexual assault and dating violence will not be tolerated and will be the grounds for disciplinary action up to and including suspension and dismissal for students.

Title IX Coordinator

The individual designated to coordinate the school's response to reports or complaints of sexual harassment, sexual assault and dating violence and for overseeing the school's compliance with Title IX as it relates to students is:

Queenesha Herbert, School Social Workers
202-600-4822

Definitions

Complainant: means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Formal complaint: means a document filed by a complainant, complainant's parent/guardian or by the Title IX coordinator alleging sexual harassment against a respondent and requesting that the recipient investigate the allegation of sexual harassment.

Respondent: means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Sexual harassment: is defined differently in local and Federal law. will consider both definitions in determining whether sexual harassment occurred.

The District of Columbia School Safety Omnibus Amendment Act ("School Safety Act") defines sexual harassment as any unwelcome or uninvited sexual advances, sexual favors, sexually motivated physical conduct, stalking, or other verbal or physical conduct of a sexual nature that can be reasonable predicted to:

A. Place the victim in reasonable fear of physical harm to his or her person;
B. Cause a substantial detrimental effect to the victim's physical or mental health;
C. Substantially interfere with the victim's academic performance or attendance at school; or
D. Substantially interfere with the victim's ability to participate in, or benefit from, the services, activities, or privileges provided by a school.

Title IX of the Education Amendments of 1972 ("Title IX") defines sexual harassment as conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or

3. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v)[1], "dating violence" as defined in 34 U.S.C. 12291(a)(10)[2], "domestic violence" as defined in 34 U.S.C. 12291(a)(8)[3], or "stalking" as defined in 34 U.S.C. 12291(a)(30)[4].

Sexual assault is defined differently in local and Federal law. Girls Global Academy will consider both definitions in determining whether sexual assault occurred.

Title IX defines sexual assault as an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

District of Columbia law defines sexual assault as any of the following offenses:

A. First degree sexual abuse (DC Code 22-3002) - engaging in or causing another person to engage in or submit to a sexual act[5] in the following manner:
    a. By using force[6] against that other person;
    b. By threatening or placing that other person in reasonable fear that any person will be subjected to death, bodily injury[7], or kidnapping;
    c. After rendering that other person unconscious; or

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[1] An offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

[2] Violence committed by a person—

(A) who is or has been in a social relationship of a romantic or intimate nature with the victim; and

(B) where the existence of such a relationship shall be determined based on a consideration of the following factors:

(i) The length of the relationship.

(ii) The type of relationship.

(iii) The frequency of interaction between the persons involved in the relationship.

[3] Includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

[4] Means engaging in a course of conduct directed at a specific person that would cause a reasonable person to—

(A) fear for his or her safety or the safety of others; or

(B) suffer substantial emotional distress.

[5] "Sexual act" means:

(A) The penetration, however slight, of the anus or vulva of another by a penis;

(B) Contact between the mouth and the penis, the mouth and the vulva, or the mouth and the anus; or

(C) The penetration, however slight, of the anus or vulva by a hand or finger or by any object, with an intent to abuse, humiliate, harass, degrade, or arouse or gratify the sexual desire of any person.

(D) The emission of semen is not required for the purposes of subparagraphs (A)-(C) of this paragraph.

[6] "Force" means the use or threatened use of a weapon; the use of such physical strength or violence as is sufficient to overcome, restrain, or injure a person; or the use of a threat of harm sufficient to coerce or compel submission by the victim.

[7] "Bodily injury" means injury involving loss or impairment of the function of a bodily member, organ, or mental faculty, or physical disfigurement, disease, sickness, or injury involving significant pain.

d. After administering to that other person by force or threat of force, or without the knowledge or permission of that other person, a drug, intoxicant, or other similar substance that substantially impairs the ability of that other person to appraise or control his or her conduct.

B. Second degree sexual abuse (DC Code 22-3003) - engaging in or causing another person to engage in or submit to a sexual act in the following manner:
    a. By threatening or placing that other person in reasonable fear (other than by threatening or placing that other person in reasonable fear that any person will be subjected to death, bodily injury, or kidnapping); or
    b. Where the person knows or has reason to know that the other person is:
        i. Incapable of appraising the nature of the conduct;
        ii. Incapable of declining participation in that sexual act; or
        iii. Incapable of communicating unwillingness to engage in that sexual act.
C. Third degree sexual abuse (DC Code 22-3004) – engaging in or causing sexual contact[8] with or by another person in the following manner:
    a. By using force against that other person;
    b. By threatening or placing that other person in reasonable fear that any person will be subjected to death, bodily injury, or kidnapping;
    c. After rendering that person unconscious; or
    d. After administering to that person by force or threat of force, or without the knowledge or permission of that other person, a drug, intoxicant, or similar substance that substantially impairs the ability of that other person to appraise or control his or her conduct.
D. Fourth degree sexual abuse (DC Code 22-3005) - engaging in or causing sexual contact with or by another person in the following manner:
    a. By threatening or placing that other person in reasonable fear (other than by threatening or placing that other person in reasonable fear that any person will be subjected to death, bodily injury, or kidnapping); or
    b. Where the person knows or has reason to know that the other person is:
        i. Incapable of appraising the nature of the conduct;
        ii. Incapable of declining participation in that sexual contact; or
        iii. Incapable of communicating unwillingness to engage in that sexual contact.
E. Misdemeanor sexual abuse (DC Code 22-3006) - engaging in a sexual act or sexual contact with another person and who should have knowledge or reason to know that the act was committed without that other person's permission

[8] "Sexual contact" means the touching with any clothed or unclothed body part or any object, either directly or through the clothing, of the genitalia, anus, groin, breast, inner thigh, or buttocks of any person with an intent to abuse, humiliate, harass, degrade, or arouse or gratify the sexual desire of any person.

F. Attempts to commit sexual offenses (DC Code 22-3018) - attempting to commit any of the above offenses.

Dating violence is defined differently in local and Federal law. Girls Global Academy will consider both definitions in determining whether dating violence occurred.

District of Columbia law defines dating violence as abusive or coercive behavior where a dating partner uses threats of, or actually uses, physical, emotional, economic, technological, or sexual abuse to exert power or control over a current or former dating partner[9].

Title IX defines dating violence as violence committed by a person—

(A) who is or has been in a social relationship of a romantic or intimate nature with the victim; and

(B) where the existence of such a relationship shall be determined based on a consideration of the following factors:

(i) The length of the relationship.

(ii) The type of relationship.

(iii) The frequency of interaction between the persons involved in the relationship.

Retaliation is intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX.

Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the recipient's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

[9] "Dating partner" means any person who is involved in a relationship with another person that is primarily characterized by social interaction of a sexual, romantic, or intimate nature, whether casual, serious, or long-term.

Response to Reports

Any individual may report sexual harassment, sexual assault or dating violence – reports do not have to be made by the victim. Such reports can be made in person, by mail, by telephone, or by email, using the contact information listed for the Title IX coordinator or by any other means that result in the Title IX coordinator receiving the report.

All staff members are required to report any sexual harassment, sexual assault, or dating violence they witness or are made aware of. Staff members should immediately record all such incidents in accordance with school procedures and notify the Title IX Coordinator or other administrator on duty.

Any student who believes that they have been the target of sexual harassment, sexual assault or dating violence or who is aware of such acts is strongly encouraged to promptly report the matter orally or in writing to the Title IX Coordinator Queenesha Herbert 733 8th St. NW or qherbert@girlsglobalacademy.org or 202-600-4822, an administrator, or to any other faculty or staff member or member with whom the student is comfortable speaking. Also, any student who is subject to retaliation in violation of this policy or who knows of another student who has been subject to retaliation is urged to report it as soon as possible.

Anyone else who witnesses or becomes aware of sexual harassment, sexual assault or dating violence is also strongly urged to promptly notify the Title IX Coordinator.

When a report is made without a formal complaint, the Title IX coordinator will:

- Promptly contact the complainant to discuss the availability of supportive measures;
- Consider the complainant's wishes with respect to supportive measures;
- Inform the complaint of the availability of supportive measures with or without the filing of a formal complaint;
- Explain to the complainant the process for filing a formal complaint.

If the complainant does not wish to proceed with a formal complaint, the complainant's wishes will be respected unless the Title IX Coordinator determines that initiating an investigation over the wishes of the complainant is not clearly unreasonable in light of the known circumstances.

The school will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the school's ability to provide the supportive measures.

The school may not impose disciplinary sanctions (or other sanctions that are not "supportive measures") against the respondent without conducting a formal investigation. However, the school may remove a respondent on an emergency basis if:

- It undertakes an individualized safety and risk analysis;
- Determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal; and
- Provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

A formal complaint may be filed by the complainant, the complainant's parent/legal guardian, or the Title IX coordinator if he/she determines that a formal investigation is needed.

Mandatory Reporting

If the school becomes aware of a report or allegation of sexual assault or sexual abuse, in addition to its own response, the school will also make a referral to CFSA and/or MPD pursuant to mandatory reporting requirements.

Informal Resolution Processes

The Title IX Coordinator may offer and facilitate informal resolution options, such as mediation or restorative justice, so long as both parties give voluntary, informed, written consent to attempt informal resolution. The school will not require participation in informal resolution as a condition of enrollment. The school will not condition informal resolution on the waiver of the right to a formal investigation and adjudication of formal complaints of sexual harassment. The school will not require the parties to participate in an informal resolution process and will not offer an informal resolution process unless a formal complaint is filed. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the investigation process with respect to the formal complaint.

Training

Title IX personnel involved in the informal resolution process and/or reporting and investigation processes will receive training on the following:

- The definition of sexual harassment;
- The scope of the school's education program or activity;
- How to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes that protects the safety of complainants and promotes accountability;
- How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias; and
- Issues of relevance, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.

Investigations of Formal Complaints

The school will promptly investigate any formal complaints received. Respondents will be presumed to be not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the investigation process.

Once an investigation is concluded, further steps will be taken as needed to interrupt or stop each specific act of sexual harassment, sexual assault or dating violence, prevent its recurrence, and address its effects, regardless of whether the incident is the subject of a criminal investigation.

Formal complaints will be investigated by Queenesha Herbert, School Social Worker. Once the investigation is complete, a decision will be rendered based on all of the evidence available. The decision-maker will be Karen Venable-Croft, Executive Director.

Information for Complainants

Within two (2) business days of receipt of a formal complaint, the Title IX Coordinator will provide information to the complainant about:

- The investigation process and informal resolution process including a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of investigation process;
- The allegations including sufficient details known at the time including the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, sexual assault and/or dating violence, and the date and location of the alleged incident, if known;
- The complainant's right to have an advisor of his/her choice who may be, but is not required to be, an attorney;
- The right to inspect and review evidence;
- The prohibition against knowingly making false statements or knowingly submitting false information during the investigation process; and
- Available services and advocacy organizations, about the investigation process, about their rights under Title IX of the Education Amendments of 1972, the District of Columbia Human Rights Act of 1977, and crime victims' rights.

Information for Respondents

Within two (2) business days of receipt of a formal complaint, the Title IX Coordinator will provide information to the respondent about:

- The investigation process and informal resolution process including a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of investigation process;
- The allegations including sufficient details known at the time including the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, sexual assault and/or dating violence, and the date and location of the alleged incident, if known;
- The respondent's right to have an advisor of his/her choice who may be, but is not required to be, an attorney;
- The right to inspect and review evidence; and
- The prohibition against knowingly making false statements or knowingly submitting false information during the investigation process.

Investigation

Complaints of sexual harassment, sexual assault or dating violence will be investigated in an adequate, reliable and impartial manner. The school will make every effort to complete the investigation within thirty (30) days of receipt of a formal complaint. Extensions of this timeline will be permitted for good cause. If such an extension is exercised, the investigator will notify each party in writing of the reason for the extension. At the conclusion of the investigation period, the investigator will prepare an investigative report to share with the parties and decision-maker as outlined below.

The school will make every effort to protect confidentiality during the course of the investigation. The individual responsible for conducting the investigation will be responsible for making determinations about confidentiality.

Each investigation will include an objective evaluation of all relevant evidence, including both inculpatory and exculpatory evidence. Credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The school will bear the burden of gathering evidence to reach a determination regarding responsibility for the alleged conduct. This investigation will include, as necessary, interviewing witnesses, obtaining documents, and allowing the complainant and respondent to present any inculpatory and exculpatory evidence including witnesses.

The complainant and respondent will have the same opportunity to have others share information on their behalf during any investigative proceeding and to be supported during any proceeding by an advisor of their choice who may be, but is not required to be, an attorney. The parties will be provided written notice if they are invited to participate in any investigative proceeding in

person. The notice will include the date, time, location, participants, and purpose of any such proceeding, with sufficient time for the party to prepare to participate.

Each party will have the same opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. The evidence will be sent to each party in electronic format or hard copy at least 10 days prior to the completion of an investigative report so that the parties have an opportunity to submit a written response.

Upon its completion, the investigator will send to each party and the decision-maker an investigative report that fairly summarizes relevant evidence. The parties will be given at least ten (10) days to respond to the investigative report as outlined below.

Decision Making

At least ten (10) days prior to a decision being rendered, each party will have an opportunity to submit a written response to the investigative report which may include written, relevant questions that a party wants asked of any other party or witness. The decision maker will gather responses to those questions and provide those responses in writing to each party. The parties will have three (3) additional days to submit additional, limited follow-up questions. The decision-maker will make determinations about what questions are relevant. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

The decision-maker will review all evidence gathered through the investigative report and responses from each party and will make a determination as to responsibility for the alleged conduct. The decision-maker will use a clear and convincing standard (i.e., clear and convincing evidence establishes that the allegation is substantially more likely than not true) to determine responsibility. Once a determination is made, a written decision will be issued to both parties and will include the following:

- Summary of the allegations;
- Summary of the course and outcome of the investigation including any notifications to the parties, interviews with parties and witnesses, and other methods used to gather evidence;
- Findings of fact supporting the determination;
- Conclusions regarding the application of the policy and code of conduct to the facts;

- A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions to be imposed on the respondent, and what other supportive measures will be made available to the complainant;
- Information about the procedures for appeal.

The decision-maker may notify appropriate law enforcement agencies if school staff determine that the behavior cannot be safely and appropriately handled through school-based disciplinary action. Law enforcement agencies will be notified if mandatory reporting requirements are triggered.

Appeals

Any party who is not satisfied with the outcome of the investigation may appeal in writing to the GGA Board Chair. Appeals must be made within 30 days of the conclusion of the initial investigation. When an appeal is made, both parties will be notified of the appeal and will be given an opportunity to respond. The decision-maker for the appeal will not be the same decision-maker that reached the determination regarding responsibility, the investigator or the Title IX Coordinator.

The secondary investigation shall be completed within 30 days of receipt of an appeal, unless: (1) circumstances require additional time to complete a thorough investigation; (2) the higher-level authority sets forth those circumstances in writing; (3) the additional time is not to exceed 15 days. Upon completion of the appeal, the complainant and respondent will be notified in writing of the outcome of the appeal and the rationale for the result, any change to the result of the initial investigation and when such results become final.

Possible Responses When it is Determined that Sexual Harassment, Sexual Assault or Dating Violence Occurred:

Counseling and Interventions for Respondents

Girls Global Academy will work with its wellness and mental health providers to identify appropriate counseling and intervention strategies for students alleged to have committed acts of sexual harassment, sexual assault or dating violence, and to determine whether it is a referral to the Child and Family Services Agency is required where the accused's behavior indicates that he or she may be the victim of child sexual abuse or child abuse.

Resources for Students and Families Affected by Sexual Harassment, Sexual Assault or Dating Violence

Students and families affected by sexual harassment, sexual assault or dating violence may be eligible for school-based supports. For more information about the availability of such supports, please contact School Social Worker Queenesha Herbert qherbert@girlsglobalacademy.org or 202-600-4822.

Other information and resources available outside of school include:

- RAINN (National number to reach counselor anywhere in the country) - 1-800-656-HOPE (4673)
- National Sexual Violence Resource Center (Provides information about sexual violence) -1-877-739-3895; www.nsvrc.org
- DC Rape Crisis Center - 202-333-RAPE (7273)
- Network for Victim Recovery of DC (NVRDC) (Provides free, holistic, and comprehensive case management and legal services to victims of all types of crime regardless of income.) - (202) 742-1727
- Men Can Stop Rape (Outreach and education and prevention work with men and boys.) - (202) 265-6530
- Safe Shores (DC Children's Advocacy Center) - (202) 645-320
- Wendt Center (offers individual and group counseling) – 202-204-5021

STUDENT / PARENT GRIEVANCE PROCEDURE

Any person who believes that Girls Global Academy has discriminated on the basis of race, color, national origin, sex, disability, age, religion, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, political affiliation, source of income, or otherwise may submit a complaint to the designated individuals below.

Complaints may be submitted to:
DeyJah Chappell, Principal & Director of Academics

Girls Global Academy Public Charter School

733 8th Street NW

Washington, DC 20001

Complaints of student on student sexual harassment, sexual assault or dating violence are

governed by Girls Global Academy's Student on Student Sexual Harassment Policy, found here www.girlsglobalacademy.org. Such complaints should be submitted to:

Queenesha Herbert, School Social Worker
Girls Global Academy Public Charter School
733 8th Street NW
Washington, DC 20001

Complaints of bullying are governed by Girls Global Academy's Bullying Prevention Policy, found here www.girlsglobalacademy.org. Such complaints should be submitted to:

Brianey Winslow, Dean of Students
Girls Global Academy Public Charter School
733 8th Street NW
Washington, DC 20001

The grievance procedures outlined below establish how all other complaints will be investigated and resolved. These grievance procedures are intended to provide for a prompt and equitable resolution of complaints. These grievance procedures may be used by students and parents. These grievance procedures do not bar individuals from filing claims in other forums to the extent permitted by state or federal law.

Girls Global Academy encourages individuals to discuss their concerns with appropriate school officials before resorting to a formal complaint. However, individuals are not required to do so before filing a formal complaint.

Girls Global Academy will not retaliate against any person who files a complaint or participates in an investigation in accordance with these procedures.

A formal complaint may be filed by following the steps outlined below:

Grievance Procedure - Step One

Within 90 days of the alleged discrimination or harassment, written notice of the complaint must be filed with the individual designated above. If the complaint is being made against the designated individual above, the complaint can be submitted directly to the individual identified in Step 2, who will designate an appropriate individual to investigate the complaint. The written notice must include the nature of the complaint, the date(s) of the occurrence, the desired result, and must be signed and dated by the person making the complaint.

Upon receipt of the written notice of the complaint, the designated individual to whom the complaint was submitted will immediately initiate an adequate, reliable and impartial investigation of the complaint. Each investigation will include, as necessary, interviewing witnesses, obtaining documents and allowing parties to present evidence. All documentation related to the investigation will remain confidential.

Within thirty (30) business days of receiving the written notice of the complaint, the individual investigating the complaint will respond in writing to the complainant. The response will summarize the course and outcome of the investigation, and identify an appropriate resolution. If, as a result of the investigation, it is determined that discrimination or harassment have occurred, appropriate corrective and remedial action will be taken.

Grievance Procedure - Step Two

If the complainant wishes to appeal the decision from Step 1, he/she may submit a signed statement of appeal to Karen Venable-Croft, Executive Director Girls Global Academy. 733 8th Street NW Washington, DC 20001 or info@girlsglobalacademy.org, within ten (10) business days after receipt of the response. If the complaint is being made against the Executive Director, the appeal can be submitted to Board Chair Girls Global Academy 733 8th Street NW Washington, DC 20001 or board@girlsglobalacademy.org who will designate an appropriate individual to address the appeal. The Executive Director, or designee, will review all relevant information and meet with the parties involved, as necessary. Within twenty-one (21) business days of receiving the statement of appeal, the Executive Director, or designee, will respond in writing to the complainant summarizing the outcome of the appeal and any corrective or remedial action to be taken.

Grievants also have the right to file a complaint with the Office for Civil Rights by: (1) mailing the complaint to Director, District of Columbia Office, Office for Civil Rights (OCR), U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-1475; (2) faxing it to (202) 453-6021; or (3) filing it electronically at: www.ed.gov/ocr/complaintprocess.html. For more information, you can contact OCR at (202) 453-6020 (voice), (877) 521-2172 (TDD), or ocr.dc@ed.gov.

NOTICE OF NONDISCRIMINATION POLICY

Girls Global Academy does not discriminate on the basis of race, color, national origin, sex, disability, age, religion, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, political affiliation, or source of income in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

Anyone having inquiries concerning Girls Global Academy's nondiscrimination policy or who wish to file a complaint alleging discrimination involving ***employees*** or third parties by Girls Global Academy should contact:

Employee Relations
Girls Global Academy Public Charter School
733 8th Street NW
Washington, DC 20001
202-600-4822

Anyone having inquiries concerning Girls Global Academy's nondiscrimination policy or who wish to file a complaint alleging discrimination involving ***students*** by Girls Global Academy should contact:

DeyJah Chappell, Principal & Director of Academics
Girls Global Academy Public Charter School
733 8th Street NW
Washington, DC 20001
202-600-4822

Any person who believes that Girl Global Academy has discriminated on the basis of race, color, national origin, sex, disability, age, religion, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, political affiliation, or source of income, or otherwise may submit a complaint pursuant to Girls Global Academy's Grievance Procedure. A copy of the grievance procedure can be obtained by request through the individual(s) identified above, can be found on our website and can be found in the family/student handbook or staff handbook.

GGA is an equal opportunity employer and makes all employment decisions without regard to race, religion, color, sex (including pregnancy), national origin, disability, age, genetic information, marital status, personal appearance, sexual orientation, ancestry, gender identity or expression, family responsibilities, political affiliation, military/veteran status, source of income, immigration status (except as necessary to comply with federal, state, or local law), physical or mental disability, medical condition, or any other category protected by applicable federal, state, or local law. This policy applies to all terms and conditions of employment, including but not

limited to, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, benefits, compensation, and training. We seek to comply with all applicable federal, state and local laws related to discrimination.

FAMILY AND EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

All Girls Global Academy employees are required to protect the records containing information pertaining to students. The Family Educational Rights and Privacy Act (FERPA) is a federal law that affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records.

These rights include:

- ***The right to inspect and review the student's education records within 45 days of the day the school receives a request for access.*** Parents, legal guardians, or eligible students should submit to the Girls Global Academy Enrollment and Records Office a written request that identifies the record(s) they wish to inspect. The school leader, Principal, will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- ***The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.*** Parent(s), legal guardians, or eligible students who wish to ask Girls Global Academy to amend a record should write to the Enrollment Office and Records and the school leader, Principal, clearly identify the part of the record they want changed and specify why it should be changed. If the school leader decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- ***The right to privacy of personally identifiable information (PII) 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's school board; a person or company with whom the school has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); a

parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

- *The right to opt out of school designated directory information.* Generally education records can not be disclosed without consent from the parent, legal guardian, or eligible student. FERPA permits the disclosure of a certain category of information called "directory information" without permission from the parent, legal guardian or eligible student. Directory information is defined as the information in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. Directory Information category examples can include name, age, address, phone number, grade level, participation in officially recognized activities and sports, awards received, the most recent previous educational agency attended by the student. While permission is not required, the school will notify parents, legal guardians, and eligible students about directory information. The school will give parents, legal guardians, or eligible students the opportunity to opt out or object to disclosure by submitting a Notice of Intent to Disclose Director Information form.
- *To file a complaint with the U.S. Department of Education concerning alleged failures by Girls Global Academy to comply with the requirements of FERPA.* The name and address of the Office that administers FERPA are:
  Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202-8520

Any requests, questions, and concerns to inspect or review records are sent to:

Enrollment and Records Office

Girls Global Academy

733 8th Street, NW

Washington, DC 20001

info@girlsglobalacademy.org

CONFIDENTIALITY POLICY

All Girls Global Academy employees are required to protect and safeguard the records containing student information. The Individuals with Disabilities Act (IDEA) and the Family Educational Rights and Privacy Act (FERPA) protect the confidentiality of student records. Any disclosure of confidential student records must be requested and consent must be provided by the school leader.

All student records will be kept in a central and locked location and stored with Form GGA 0003 - Record of Access. This form is used to record individuals who have accessed a Girls Global Academy student record. Only individuals who are granted access will be permitted to see the records. Exceptions to central storage location of student records include records kept by teachers (grade book, Employees that have access to social security numbers for all individuals are required to keep the information confidential.

All employees with sign annually the Girls Global Academy Form G0001 - Confidentiality Policy for School Employees

The following Girls Global Academy Public Charter School employees have complete access to students records and are exempt from submitting form GGA 0003 - Record of Access:

- Executive Director;
- Principal & Director of Academics
- Director of Operations
- Operations Manager
- Admission Coordinator

The following Girls Global Academy Public Charter School employees have complete access to Individualized Education Plans (IEP's) and exempt from signing Form GGA 0003 - Record of Access:

- Executive Director;
- Principal & Director of Academics
- Director of Operations
- Operations Manager
- Special Education Coordinator

The following Girls Global Academy Public Charter School employees have complete access to medical records and exempt from signing Form GGA 0003 - Record of Access:

- Executive Director;
- Principal & Director of Academics

- Director of Operations
- Operations Manager
- Special Education Coordinator
- Admissions Coordinator

Acknowledgement of Receipt of Girls Global Academy

Student and Family Handbook

I acknowledge that I have received a copy of the Girls Global Academy Student and Family Handbook ("Handbook"). I understand that I am responsible for reading and abiding by all policies and procedures in this Handbook.

I expressly agree to the provisions outlined:

_____ _____

Signature *Date*

_____

Full Name (please print)

Please sign and date this acknowledgement and return it to Ms. Winslow or the student's Advisory teacher.