



Escuela Verde Student and Caregiver Handbook 2022-2023

Vision

Cultivating a community that is participatory, just, sustainable and peaceful.

Values

Safety, Dignity and Restoration

Mission Statement

Escuela Verde cultivates a community that is participatory, just, sustainable and peaceful. We live our vision through:

- Graduating high school students prepared to live happy, healthy, meaningful lives;
- Collaborating with the community to create a strong sense of place and skills to flourish without harm;
- Providing staff who model our vision and embrace education as liberation;
- Engaging youth by adhering to an ecopedagogical praxis;
- Developing biliteracy and honoring linguistic and cultural identities by engaging in translanguaging practices; and
- Offering immersion opportunities for those interested in transformative education.

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Academic Overview

PROJECT-BASED LEARNING

In Project-Based Learning, students engage in rigorous research in order to answer a complex question, problem or challenge. With the guidance of an advisor, the students self-select the state-approved educational standards they will address within their project. Through many one-on-one consultations with their advisors, the students assess and reassess their learning until they are satisfied with their projects. The result is a presentation and final assessment of the project, which is then assigned credit hours (rather than grades) based on time spent, as well as quality of product.

Project-Based Learning allows students to learn in a natural environment about the subjects that they are interested in. We believe that allowing students to construct their own learning in an environment that values inquisitiveness, curiosity, and inventiveness leads to authentic, real-life learning. We acknowledge that students are also expected to perform at the same testing levels as their peers in traditional school, and we firmly believe that the skills students acquire and exercise while in a Project-Based Learning environment will serve to prepare them for these standardized assessments. In summary, we believe in Project-Based Learning because it satisfies the needs of the whole person and prepares them for a fruitful life during and after their educational journey.

STANDARDS FOR SUSTAINABILITY

We believe that empowering students to create a better world around them will lead to overall improved health and wellness of person, community, and natural environment. Because of that belief, we embrace the Cloud Institute for Sustainability Education's Standards for Sustainability, and we view these standards as complementary to the Common Core State Standards for academic education. All students will be asked to incorporate these standards into every project they complete.

- A.) Sense of Place and Healthy Commons
- B.) Systems Thinking
- C.) Social Justice and Fair Distribution
- D.) Empathy, Gratitude and Hope
- E.) Responsible Local and Global Citizenship
- F.) Natural Laws and Ecological Principles
- G.) Multiple Perspectives: Cultural Preservation and Transformation
- H.) Inventing and Affecting the Future: Locus of Control and Consequential Thinking

SCHOOL STRUCTURE

Escuela Verde is a student-driven, project-based, democratically-run school for students in grades 9-12. Escuela Verde is set in an open-concept space to encourage a sense of community, belongingness, and collaboration. Because of a strong commitment to the use of technology in learning, Escuela Verde allows students to work on their own iPad or Chromebook in the space most comfortable throughout the school building. Students are part of an advisory group of 20 students under the guidance of an advisor, and we have a student to staff ratio of 11:1.

CURRICULUM

Projects

While projects at Escuela Verde take a variety of forms, projects will have many common components. Projects generally last 4-6 weeks and students are expected to document approximately 100 hours of work time for each project credit. Students begin each project by completing a Project Request Form on Headrush and presenting it to a Proposal Team that consists of two advisors and one student. After acceptance of the project plan, students complete the project by following the steps outlined in the Project Checklist. Students collaborate with advisors to seek assistance in problem areas and to incorporate academic standards. After students complete the Project Checklist, they submit their finished work to the Proposal Team for evaluation and credit. If there are periods of time when classes are conducted in a Distance Learning model, students will continue to work with their advisors to develop, create, and present their projects.

In order to receive credit for completed projects, students must meet acceptable requirements/ standards on each of the following:

- Completing a Project Proposal, which must be approved by the student's advisor/ proposal team
- Charting completion of all phases of each project on the Project Checklist, which will be regularly reviewed and discussed with the student's advisor
- Documenting time and learning using a the Project Time Log system on Headrush
- Evaluation of the project based on the selected rubric, self-evaluation, evaluation by the student's advisor, and possibly parent evaluation.

Home Study

Home Study covers a wide range of options for students - all designed to allow them to earn credit outside of the school building. Students create Home Study plans with their advisor, according to the type of credit the student needs and the activities students are interested in. Students may extend the work they are doing during the regular school day into their Home Study schedule, or they may come up with a totally separate project designed specifically for Home Study times.

Home Study occurs every Monday afternoon from 12:45pm - 4:00pm. Home Study also occurs during Treehaven Week in February.

PROJECT-BASED LEARNING LEVELS

Because the Escuela Verde staff recognizes that students require support in their transition from traditional learning to project-based learning, they will periodically determine the project-based learning level of all students based on their behavior in school, credit earning ability, and project development. All students are part of the determination of their level, which will occur during a student-advisor meeting. While students may fall anywhere within the continuum of project-based learning levels, it is expected that all students strive to reach the **Interdependent** level.

Independent

- Somewhat engaged
- “Performance” Goal Orientation- for requirement, to demonstrate superiority or avoid the appearance of failure.
- Internal locus of causality
- Resistant to work with others
- Low or acceptable Academic Press

Interdependent

- Highly engaged
- “Learning” Goal Orientation-for Enjoyment and Personal Interest
- Internal locus of causality
- Strong, mutually supportive relationships
- High Academic Press

Explorer

- Lack of engagement
- “Performance” Goal Orientation- for requirement, to demonstrate superiority or avoid the appearance of failure.
- External locus of causality
- Resistant to work with others
- Low or unacceptable Academic Press

Transitional

- Highly or somewhat engaged
- “Learning” Goal Orientation-for Enjoyment and Personal Interest
- External locus of causality
- Strong, mutually supportive relationships
- Low or acceptable Academic Press

- Intentionally left Blank -

CREDITS/ACADEMIC PROGRESS

Students at Escuela Verde will not receive letter grades or GPAs. Students are evaluated based on rubrics, advisor assessment and self-assessment. After assessment, they are awarded credits toward the Learning Targets chosen in their project.

High School Program

Students enrolled in the High School Program for the year of 2021-2022 will need a total of 22 credits in order to graduate from Escuela Verde, as dictated by the State of Wisconsin and the City of Milwaukee. However, students will have the opportunity to earn as many as 40 credits throughout the four years of the program. Incorporation of Service Learning into projects is highly encouraged. Waivers allowing students to graduate with the minimum state graduation requirements will be available under special circumstances.

Credit requirement breakdown is as follows:

REQUIRED HIGH SCHOOL CREDITS = 22

Language Arts – 4 credits total

- 1 credit of English 1
- 1 credit of English 2
- 1 credit of English 3/4
- 1 credit of Writing/Composition

Mathematics – 3 credits total

- 1 credit of Algebra
- 1 credit of Geometry
- 1 credit of Other Math

Science – 3 credits total

- 1 credit of Biology
- 1 credit of Chemistry
- 1 credit of Earth and Space Science

Social Studies – 3 credits total

- 1 credit of U.S. History
- 1 credit of World History
- 1 credit of Political Science and Citizenship

Other – 7.5 credits total

- 1.5 credits of Physical Education
- 1 credit of Health and Wellness
- 1 credit of Fine Arts
- 2 credits of Spanish Language & Culture
- .5 credits of Community Service
- .5 credit of Personal Finance
- 1 credit of Career and Technical Education

Electives – 1.5 credits total

- Elective credits are reserved for study in various subjects, and includes a 3 credit Senior Project.

9th Grade: 0 – 5.5 credits 11th Grade: 12 – 16.5 credits
10th Grade: 5.5 – 11 credits 12th Grade: 16.5 – 22 credits

Parent Involvement

Parental involvement at Escuela Verde (EV) begins with the development of the student's Personal Learning Plan (PLP) along with the student and advisor. Parents will provide further support through school involvement, organization of community events, participation in our Parent/Caregiver group, and participation in mentoring and apprenticeship programs. Additional opportunities for involvement include conferences, presentation nights, and community nights at the school.

At the very minimum, **all** parents/guardians **must** attend:

- Two scheduled Parent/Student/Advisor Conferences. If parents are unable to attend the conferences, they must make arrangements for an alternate date/time with their child's advisor.
- Four Parent/Caregiver meetings
- One presentation night
- One community night

Depending upon talents, availability, and schedule, a parent/guardian may choose to participate in one or more of the following ways:

- Participate in student/parent/advisor consultations for planning and evaluation
- Learn the Project Process along with your child so that you can support and assist him/her
- Provide input/feedback to advisors
- Share with people in the community the exciting goals and philosophy of EV
- Attend EV Presentation Nights
- Participate in carpools to and from school events and learning experiences
- Share knowledge of community resources with EV students and advisors
- Be active on an EV committee
- Support your child's interest and efforts!

Parents/Caregivers may also become an EV volunteer through our volunteer training program. This process will allow parents/guardians to:

- Tutor students during the school day
- Chaperone EV student events
- Offer themselves as a resource to EV students in your area of expertise
- Assist EV students and advisors on site as a volunteer
- Provide administrative assistance from school or home (e.g., mailings, phone calls, promotions)
- Organize community events

****Note: For the safety of our students and staff, parents/guardians who plan to spend time in school will be required to go through the volunteer training process, which includes a background check.***

As an advocate for your child, we respect you supporting their needs and understand there may be times you will need to address the staff with concerns. In the event of one of these times, please follow the procedures outlined in our Restorative Justice section.

Procedures

DAILY SCHEDULE

***Schedule for 2022-2023 is subject to change ***

VIRTUAL MONDAY

Time	Activity	Credit Category
9:00-10:00	<i>Advisory</i>	Language Arts/Communication
10:00-12:15	<i>Project Time / Workshops</i>	Research/Project Planning determined by PLP
12:15-12:45	<i>Lunch</i>	
12:45-4:00	<i>Home Study</i>	Independent/Interdependent/Service Learning/Work Study

TUESDAY - FRIDAY

Time	Activity	Credit Category
9:00-9:15	<i>Advisory: Morning Check-in</i>	Language Arts/Communication
9:15-10:15	<i>Math Skills</i>	Math
10:15-11:15	<i>Reading Skills</i>	Language Arts/Reading
11:15-12:00	<i>Advisory</i>	Language Arts/Communication
12:00-12:25	<i>Lunch</i>	
12:25-12:55	<i>Wellness</i>	PE/Health
12:55-3:45	<i>Project Time / Workshops</i>	Determined by PLP, project proposal, and advisor
3:45-4:00	<i>Advisory: Afternoon Check-out</i>	Language Arts/Communication

ATTENDANCE

Escuela Verde Policy

Escuela Verde believes that regular school attendance is directly related to success in academic work, benefits the student socially, provides opportunities for important communications between staff and students, and establishes regular habits of dependability important to the future of the student. We recognize that school attendance is the joint responsibility to be shared by the student, parent or guardian, and staff. Parents/guardians must notify the school in the morning if their child will be absent and are required to verify in writing the reason for the absence from school.

State Law

Wisconsin state law requires children between the ages of six and 18 to attend school full time, and Escuela Verde adheres to this law. Parents/guardians have the right to excuse students from school for any reason for up to 10 days per year with a written excuse. A student is considered truant when: they are absent for all or part of the school day and the parent/guardian has not contacted the school with a valid excuse; they attend school irregularly but often enough that they are not in violation of the state laws that

require children to attend school. A student is considered habitually truant if they miss a total of five full or partial days without a valid excuse during a school semester. If a student should accumulate 5 absences, the parents will be notified by letter and after 5 absences a conference must be held. The school will continue to notify parents through the 10th absence. Following 10 absences, the student may be dropped from the school attendance rolls and will need to complete a full admissions packet in order to return at which time the application will be reviewed by the academic team for consideration as to whether the student will be able to meet the requirements of Escuela Verde.

Timeliness

Students are expected to arrive at Escuela Verde by no later than 9:00 am, unless they have previously made arrangements with their advisor to earn credits outside of the school. All students who are not in attendance at the beginning of the school day will have a call made to their parent/guardian during the morning each day the student is missing.

Out-of-School Learning

Acknowledging that learning happens everywhere, there will be occasions that a student will not be in the school building but will still be marked as 'Present.' These occasions may include:

- Community Service Experiences
- Field Experiences
- Teacher-led Field Trips
- Field Research (libraries, bookstores, workshops, etc.)
- Internships/Work Study

All such occasions require the pre-approval from advisors and parents/guardians.

Attendance concerns may be handled on a case-by-case basis utilizing the student's personalized learning plan (PLP). Failure to attend school regularly may result in a student's dismissal from Escuela Verde.

SIGN-OUT PROCEDURES

Medical/Dental Appointments

Students who have a medical or dental appointment that requires them to be out of the building during the school day must have written, signed parent/guardian permission specifying the date and time when the student must leave the building. The student must present this written permission to their advisor and check out with the administrative assistant before leaving the building. Students must check out with their advisor before leaving the building and check in with their advisor when they return.

Excused Absences

Absences will be excused if they are caused by the following reasons: illness, serious illness in immediate family, death in the immediate family, medical or dental appointments, counseling appointments, court appearances, family vacations, planned educational experiences, religious instruction (< 3 hours per week), physical emergencies (flood, storm, etc.), official school sponsored outings, or suspension.

Approval for excused absences will be granted when an advisor has received a parent/guardian letter or phone call. Students must make every effort to give their advisor at least 24 hours advance notice. Excused absences still qualify as an absence, and so more than 5 absences per semester will result in intervention by Escuela Verde staff. Families must make every effort to ensure their child is in school every day.

PHONE POLICY

Escuela Verde phone policies reflect the desire to maximize student and advisor time-on-task and minimize distractions and interruptions. The cooperation of all will help ensure that EV operates in the most efficient manner.

- Cell phones must not be used by students during the school day.
- If students choose to bring cell phones to school, they are expected to turn their cell phone in to their advisor at the start of each school day. Cell phones will be locked in secure carts by advisory, and will be returned at the end of the school day.
- If students are found using a cell phone during the school day, they will be expected to turn it in to a staff member.
- Refusal to comply with the cell phone policy will result in disciplinary action and support.
- During the school day, parents and family members should plan to communicate with their students through the school phone (414-988-7960).

HEALTH SERVICES

Emergency Information

Parents/guardians of each student will be required to complete an emergency information form and return it to the school before the first day of the student's attendance.

If a student becomes ill or injured at the school, first aid or other necessary care will be given immediately. (First aid is the "immediate and temporary care given in the case of an accident or sudden illness before the service of a physician can be secured.")

School personnel will not assume responsibility for any treatment beyond first aid. Parents may give written permission at the beginning of the school year to allow for school personnel to distribute ibuprofen or benadryl to students. This medication will be available upon request no more than once per day. Students may not bring their own medication to school.

School staff are trained to distribute & track medication per State Department of Education regulations.

Medications

The administration of medication to students is carried out under written orders from a student's physician and written permission of the parents. Medications must be in the original container with the student's name, dosage, directions for administration and current date.

The policies of the Wisconsin Department of Health and the State Department of Education are followed.

Illness/Accidents

If your child becomes ill in school, every attempt will be made to send your child home. Should your child have a minor injury, an advisor will give first aid. If the accident is of a serious nature, parents/guardians will be called immediately. If the school is unable to contact the parents/guardians, a doctor will be called or the student will be transported to the nearest clinic for examination.

We will try to contact you at home or at work, as you should assume responsibility for the care of your child. If we are unable to contact you, we will contact the persons designated on your child's emergency form. If all attempts to contact someone fail, your child will remain in school and will be sent home at the

end of the day in the same manner in which they came to school. A child will be sent home with a temperature above 100 degrees. If a child has a temperature above 100 degrees, vomits or has diarrhea within the past 24 hours, please do not send him/her to school.

Communicable Diseases and Infectious Disease

To prevent the spread of contagious diseases, Escuela Verde needs to be informed of all students with a communicable disease. These include the following: the flu, Covid-19, chicken pox, pinkeye (conjunctivitis), measles, mumps, rubella, impetigo, ringworm, head lice, scabies, strep throat, etc. If a student has chicken pox, pinkeye, lice, scabies, impetigo, or strep throat, the student needs to report to the nurse or advisor for clearance to return to school. Parents/guardians should contact the program coordinator regarding readmission guidelines for each particular disease.

Immunizations/Vaccinations

Escuela Verde will keep on file the immunization records of all students. State law requires that all students be properly vaccinated in order to remain enrolled in school, unless an official immunization waiver has been filed. Immunizations will need to be up to date PRIOR to school entrance for all students, including transfer students.

LUNCH/FOOD IN THE BUILDING

Escuela Verde is a closed-campus for lunch, and we do not allow food delivery from restaurants.

Students are encouraged to bring their own lunch. There are a refrigerator, toaster, and microwave ovens available for students who choose to bring a bag lunch. We encourage students and parents/guardians to provide healthy choices for their student's lunch. Refrigerator space is reserved for food items only. Hot and cold water is available for drinking.

Students are asked to use common sense when consuming food and beverages. They are responsible to clean their eating area after every snack or meal. Snacks and meals should be consumed in the designated meal areas and kept away from all electronics. No open food is allowed overnight outside an appropriate storage container or the refrigerator.

TRANSPORTATION

To and From School

Families are responsible for providing transportation to and from school. Students have several options when traveling to and from school. First, they may take the Milwaukee County Transit System and arrange to arrive at school before 9:00 AM. Bus stops are located on 35th Street at National Avenue (Route 35), and along National Avenue at 37th (Route 23).

Students who are driven to school should be dropped off and picked up in front of the school on Pierce Street. Students should arrange with their driver the precise time of pick-up so as not to congest the street.

Students riding bicycles may lock them up using the bike racks in front of the school building. Escuela Verde does have a small number of bike locks students may borrow, but it is a limited number and may run out.

Transportation During School

Escuela Verde will provide transportation during group field trips. This may include school vehicles, MCTS buses, rented vans or buses, or volunteer drivers. Students who make arrangements with parents and advisors for individual trips must provide their own transportation and costs.

CRISIS PLAN

A Crisis Plan is on file at Escuela Verde, and staff will brief students on all components of this plan. If a crisis should occur, the advisors will contact parents as soon as feasibly possible. If students are evacuated from the building, they will meet with advisors in their assigned areas and attendance will be taken. All students will be expected to stay with the group for safety and security purposes.

Restorative Practices

RESTORATIVE MINDSET

Escuela Verde/TransCenter for Youth, Inc. is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. Restorative Justice is a process to involve, to the extent possible, those who have a stake in a specific offense and to collectively identify and address harms, needs, and obligations, in order to heal and put things as right as possible. Escuela Verde uses Restorative Practices. We believe that those who have violated certain school rules should have to face or restore damage done to the victims or property. The consequence should address the issue of repairing the damage or correcting the behavior in respect for and remorse toward the victim(s).

The restorative mindset relies on five key principles:

1. Focus on the harms and consequent needs of the victims, as well as the communities' and the offenders'
2. Address the obligations that result from those harms
3. Use inclusive, collaborative processes
4. Involve those with a legitimate stake in the situation, including victims, offenders, community members, and society
5. See to put right the wrongs

- Adapted from The Little Book of Restorative Justice by Howard Zehr

COMMUNITY BUILDING THROUGH RESTORATIVE PRACTICES

While Restorative practices are used in instances of student misconduct and discipline, it is also an essential tool for building community among the students and staff of Escuela Verde. Under guidance by the students in the Circle Keepers group, all students and staff are expected to participate in regularly scheduled Circles of Common Understanding. This means that the Circle leaders plan a topic for discussion and facilitate that discussion in an attempt to listen to and understand each other. While participating students are not forced to share, all are expected to listen and be present within the Circle. Circle topics may be created by the Circle Keepers, may stem from an issue occurring within the school, or may be requested by any students or staff.

Escuela Verde staff believes this is an essential component to fulfilling the Escuela Verde Vision and Mission; we therefore expect all students to be willing to participate in Circles of Common Understanding.

CONDUCT AND DISCIPLINE

Treating Our Building, Ourselves, and Each Other with Dignity

Commitment to Justice

Non-Discrimination Policy

Escuela Verde does not and shall not discriminate on the basis of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), language, disability, marital status, sexual orientation, or military status, in any of its activities or operations. These activities include, but are not limited to, hiring and firing of staff, selection of volunteers and partner organizations, interactions with students, and provision of services. We are committed to providing an inclusive and welcoming environment for all members of our staff, students, parents, volunteers, partner organizations, and community members.

Non-Disclosure Policy

At Escuela Verde, we believe that all students have the right to learn in peace and security. We believe that no student, staff member, or EV community member should feel threatened based on their documentation status. We commit to vigorously protecting the privacy and civil rights of the undocumented members of our community. To that end, we have created a set of principles that we will follow.

- No confidential student records will be released without a judicial warrant, subpoena or court order, unless authorized by the student or required by law.
- Escuela Verde staff shall not ask about a student's immigration status or that of the student's family members, and pursuant to FERPA shall not disclose, without parental consent, the immigration status of any student.
- No Escuela Verde staff will assist local, state or federal law enforcement agencies to investigate, detain or arrest individuals for violation of federal immigration law.
- Escuela Verde will not cooperate with any federal effort to create a registry of individuals based on any protected characteristics such as religion, national origin, race, gender or sexual orientation.

Technology Use Policy

It is important that when we use the internet we recognize the impact of our actions and use of resources on our community. When we use the internet we do it to learn individually and collectively. Therefore, our use of the internet should strengthen our dignity and the dignity of others.

The staff and students alike are expected to do the following:

- Be polite. Do not be abusive in any messages to others.
- Social networking is prohibited during school hours.
- Use language appropriate to public settings. This means that profanity, obscene comments, sexually explicit material, and expressions of bigotry, racism, or hate will not be used for communication.
- Keep personal information confidential.
- Do not use the network in such a way that you would disrupt the use of the network or other users.

- Do not upload or create computer viruses. This is considered vandalism. (Vandalism is defined as a malicious attempt to harm or destroy electronic information including data or equipment).

Conflicts

When minor conflicts with students, staff, or the EV community at large, arise all parties are expected to sit down in a Restorative Justice Repair Harm Circle. At a mutually agreed-upon time, the parties involved will be asked to sit down with members of the Circle Keepers group in order to determine what harm was committed and what must be done to repair the harm. Parents will be informed if their child is involved in a Repair Harm Circle, either as victim or offender. Participants will be subject to periodic check-ins after the Circle to ensure that the agreements are being upheld.

Theft

Escuela Verde will not tolerate theft of property – either from a student, staff or school. We consider this a major offense against our whole community.

Cleaning

Everyone at Escuela Verde is expected to pitch in to keep the school clean. This is an expectation with no exceptions. This includes helping to keep the school tidy, clean and safe.

Clothing

Escuela Verde expects students, staff and the EV community to dress appropriately for school activities and in keeping with community standards. When a member of the community is offended by another member's clothing, that individual could call for a mediation to discuss how to resolve the issue. It is not the intention of this policy to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory, or profane. Students may be asked to turn shirts inside out or to cover up that which is inappropriate.

Tobacco

Escuela Verde is a tobacco-free place. This includes the area around the school as well, including the sidewalk and sides of the building.

Drugs/Alcohol

Escuela Verde is a drug and alcohol-free place. This includes the area around the school as well, including the sidewalk and sides of the building.

Weapons

The school takes a position of “No Tolerance” in regard to the possession, use or distribution of weapons and firearms by students. The consequence for students possessing, using or distributing weapons or firearms may be immediate expulsion.

Aggressive Behavior

Escuela Verde is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. Aggressive behavior is defined as inappropriate conduct that is repeated or serious enough to negatively impact a student's educational, physical, or emotional well-being. These behaviors may include but are not limited to bullying, cyber-bullying, intimidating, menacing, coercion, name-calling, taunting, threatening, hazing or stalking. Every student is encouraged, and every staff member is required, to address any situation they believe to be aggressive behavior directed toward a student. Staff of the school will make every effort to prevent dangerous, disruptive, destructive and undignified student conduct that may impede the educational process.

Employees found to have participated in aggressive behavior (in any of its forms), or having become aware that aggressive behavior was taking place and failed to report the behavior, are considered to be in violation of the prohibition expressed by the policy. They may be subject to disciplinary action.

Definitions

- **Bullying** is when a person willfully and repeatedly exercises power or control over another person with hostile or malicious intent. Bullying includes aggressive or hostile behavior that is intentional and involves an imbalance of power between the bully and the bullied. It is a form of victimization that is typically repeated over time, although it is not necessarily a result of, or part of, an ongoing conflict. Bullying takes many forms, including, but not limited to, physical or verbal assaults, nonverbal or emotional threats or intimidation, social exclusion and isolation, extortion, and the use of a computer or telecommunications to send embarrassing, slanderous, threatening, or intimidating messages (cyber-bullying). It can also be characterized by teasing, put-downs, name-calling, cruel rumors, false accusations, and hazing. Bullying encompasses the following behaviors:
 - **Intimidation** - Intimidation is any threat that interferes with another's property, causes substantial inconvenience, initiates unwanted physical contact, or inflicts serious physical harm based on race, color, religion, national origin or sexual orientation.
 - **Harassment** - Harassment is any act that subjects another person to unwanted abusive behavior. It can take many forms including verbal, physical, and sexual behavior. Harassment of a student or staff member by any other student or staff member is contrary to our commitment to a safe learning environment. It may be a violation of state and federal law and will not be tolerated.
 - **Menacing** - Menacing includes any act intended to place a person in fear of imminent serious physical injury.

In reference to bullying, each of the following are prohibited:

- Student-to-student behaviors characterized as bullying per the adopted definition, provided it takes place at school, during a school-sponsored activity, on school buses, or through the use of school equipment in the case of cyber-bullying.
- A student bullying an adult staff member, using the same criteria.
- An adult school staff member bullying a student or another staff member.

Complaint Procedures

It is considered the responsibility of all students and school staff members to report acts of bullying in any of the above-described situations to an advisor, designated to be a recipient of such reports.

Students and staff making prompt, accurate, and thorough reports, either verbally or in writing, will have those reports recorded by the staff receiving them. All such reports are to be taken seriously by the advisor. The school staff will support students and coworkers making such reports and protect them against any potential retaliation for making such a report.

An investigation to determine the facts will take place immediately or as soon as practicable, in order to verify the validity and seriousness of the report. Such files will remain in a confidential file for anonymous reporting purposes only.

Filing a report in good faith will not reflect upon the individual's status, nor will it affect his or her grades or employment status by the district, if the complainant is an adult staff member. The district shall keep the complaint confidential for both the accused and the accuser, until such time as the misconduct is confirmed and sanctions are imposed.

Communication

Parents and students will be informed when a student faces disciplinary action due to inappropriate conduct that endangers the property, health, and safety of others, or disrupts the educational process. Communication procedures attempt to keep parents and students informed. These communications include mail, e-mail, telephone calls and texts, and in-person conferences. Students under 18 will not be sent home without parent notification.

Consequences

Disciplinary Action and Support

Consequences for inappropriate behavior and student conduct include, but are not limited to, a verbal apology, a written explanation, parent conference, Restorative Justice Processes, police liaison conference or action, suspension, legal consequences, exit procedures, and possible expulsion.

Specifically, with Restorative Justice Process Options:

1. Advisor decides consequences based on the student behavior infraction:
 - a. One-on-one conference
 - b. Circle of Support
 - c. Repair Harm Circle
 - d. Discipline Committee

Our Restorative Circle Process is designed to: create a climate promoting dignity and dignified interactions, prevent bullying behavior, redirect students from continuing to bully, support both victims of bullies and the bullies themselves, address improper use of technology, resolve student conflicts, address theft, respond to inappropriate dress, and other violations of student conduct expectations where appropriate.

Where it is determined that students participated in bullying behavior or other behaviors in violation of acceptable student conduct and policy, the school district staff responsible for maintaining order and discipline may take disciplinary action detailed in the Restorative Justice Circle Process which may include suspension, expulsion, and referral to law enforcement officials for possible legal action.

Restorative Justice Process Options

1. One-on-One Conference

- Advisor and student are present
- Used to address minor issues and recurring bad habits (academic, attendance, general concerns)
- Encouraged to write agreements unofficially
- Possible Progress Monitoring (Advisor monitors/tracks behavior/performance)
- Parent/guardian will be notified if appropriate
- If progress is made, full degrees of freedom returned
- If progress isn't made, move into circle of support

2. Circle of Support

- Advisor, student, circle keeper, student advocate (if necessary), parent (if necessary) are present
- Used as a second step when progress isn't made after one-on-one check-ins
- One circle keeper meets with student for initial support meeting
- Student agrees to participate in circle
- Circle keepers meet prior to come up with circle questions
- Parent/guardian are notified if appropriate
- If progress is made, move back to periodic one-on-one check-in
- If progress isn't made, move into Repair Harm Circle

3. Repair Harm Circle

- Advisor, involved parties, circle keepers, student advocates and parent (if appropriate) are all present
- Used to address conflict that harms the EV community
- **NOT TO BE USED** with the occurrence of drugs, weapons, or serious violence. These situations receive a disciplinary committee meeting and eventual punitive justice (suspension or expulsion).
- One to two circle keepers meet with involved parties for initial support meetings
- Involved parties agree to participate in circle
- Parent/guardian are notified of results if appropriate
- If progress is made, move to periodic circle of support
- If progress isn't made, move to a disciplinary committee hearing

4. Disciplinary Committee Meeting

- Student is suspended pending a Discipline Committee Meeting (DCM)
- The Discipline Committee consists of one community member, one staff member, and two advisors.
- Advisor calls the parent or guardian immediately to notify them of student suspension. Students under 18 should not be sent home without parent notification.
- A letter is sent to the parent regarding suspension and notification of date, time and reason for Discipline Committee Meeting. The letter must be sent at least 5 days prior to the DCM.
- After the Discipline Committee Meeting, parents or guardians and student are notified of the Committee decision, which may include expulsion, and a letter is sent home.

- The decision can be appealed to the TransCenter for Youth Board of Directors. The appeal decision is final.

Suspension

Every attempt will be made to resolve conflicts through Restorative Justice practices. However, in severe cases we reserve the right to suspend students. Suspensions will be handled on a student-by-student basis. Students under 18 will not be sent home without parent notification.

Expulsion

While we view this as a last resort, we reserve the right to expel students for severe offenses, numerous suspensions, or repeated refusal to obey the rules. Causes for immediate expulsion include:

- Possessing a gun or other dangerous weapon to school
- Possessing of or intent to distribute drugs or alcohol
- Harassment or physical violence
- 5 absences per semester
- Other criminal offenses

Disclosure and Public Reporting

- Escuela Verde will provide notification to all parties, subject to this policy defining and prohibiting bullying and student conduct and discipline annually. A summary of the policy will be incorporated into student and employee handbooks. It will also be distributed to organizations in the community having cooperative agreements with Escuela Verde.
- Data on the number and types of reports made under these prohibitions, the results of investigations undertaken to verify the details made in complaints, and the sanctions imposed for incidents found to be violation of the same are to be kept on an annual aggregated basis. No individuals, either complainants or violators, will be named in such reports.
- Annual reports will be reported as required for use in development of prevention programs and/or modifications of this and other related policies. The annual report is available to the public.

Escuela Verde Student/Parent/Advisor Compact

*WE KNOW LEARNING HAPPENS EVERYWHERE AND STUDENTS LEARN WHEN
EVERYONE WORKS TOGETHER TO ENCOURAGE AND SUPPORT LEARNING*

Student Goals:

- I will attend school regularly and be on time.
- I will do my best in school and with my learning.
- I will ask for help when I don't understand something.
- I will come prepared each day (supplies, completed work).
- I will keep a positive attitude towards myself, others, school, and learning.
- I will discuss with my guardian, grandparents, or parents what I am learning about in school.
- I will spend 30 minutes per day work on math or reading skills at home.

Student Signature _____

Guardian, Grandparent, Parent Goals:

- I will ensure that my Child attends school regularly and is on time.
- I will provide enough time and an environment at home that allows my child to complete schoolwork and/or study at home.
- I will encourage my child to do his or her best work.
- I will be aware of my child's progress by attending conferences, presentations, and requested meetings, and communicating with school staff.
- I will alert school staff of my child's absence in a timely manner.
- I will reinforce to my child the importance of self respect and of treating each other with dignity.

Parent Signature _____

Advisor Goals:

- I will be a positive role model.
- I will provide a positive learning environment that builds self-esteem and academic knowledge where students can be successful.
- I will maintain high expectations for myself and for students.
- I will communicate and work with families to support student learning.
- I will show dignity and respect for parents, students and family situations.
- I will encourage good reading, listening, speaking, and study skills.

Advisor Signature _____

STUDENT-PARENT CONTRACT

Sign, detach, and return this section of the Escuela Verde Student Handbook to your advisor.

I, _____, have read, understand and agree to the expectations within the Escuela Verde Student Handbook.

Specifically, I agree to:

- Practice Restorative Practices
- Be an Active Community Member
- Develop Sustainable Habits of Mind
- Adhere to the Principles of Safety, Dignity, Restoration
- Work toward the Goals specified in the Student Compact

Student Signature

Date

Parent/Guardian Signature

Date