



## Escuela Verde Student and Caregiver Handbook 2023-2024

### **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 Wisconsin 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.

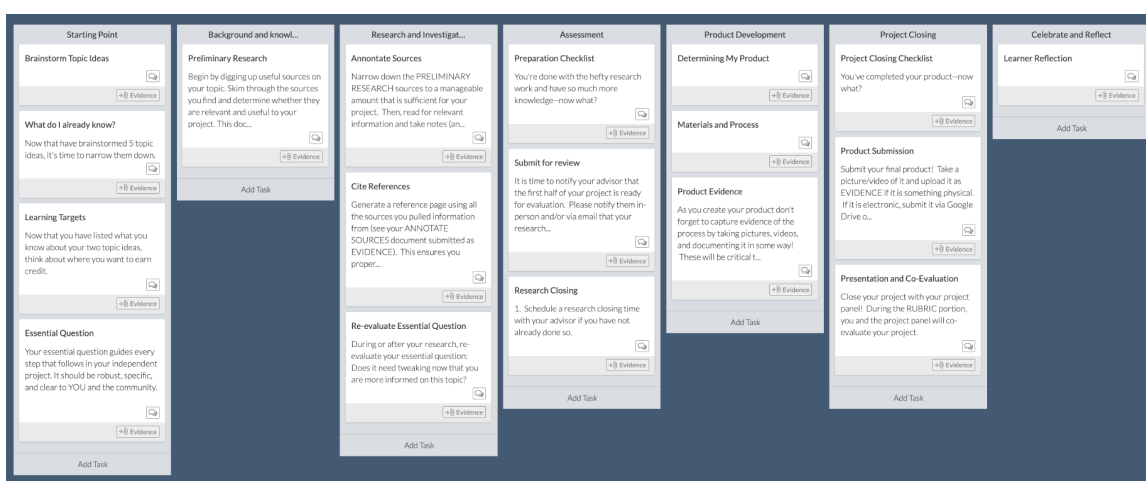
## CURRICULUM

### Projects

While projects at Escuela Verde take a variety of forms, projects will have many common components. Students begin each project by starting an independent project module on the online platform Headrush and discussing their project idea with their Advisor. After acceptance of the project plan, students complete the project through a series of inquiry-based activities. Each project is expected to have a public-facing component that is shared with the school community during school presentation nights. Students collaborate with advisors and community members to seek assistance in problem areas and to incorporate academic standards.

After students complete each task in the module, they assess themselves on a rubric and submit their finished work to their Advisor. The project is assessed during a project closing meeting, and the Advisor assigns credit for the work based on the student's demonstration of competency in state academic standards.

In order to receive credit for completed projects, students must meet acceptable requirements/ standards on each step of the project process shown below.



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.

### 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.

Students participate in Home Study during teacher professional learning days (Monday afternoons and the February Winter Retreat) and at other times as designated by their advisor.

## 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.

<p><b><i>Independent</i></b></p> <ul style="list-style-type: none"> <li>● Somewhat engaged</li> <li>● “Performance” Goal Orientation- for requirement, to demonstrate superiority or avoid the appearance of failure.</li> <li>● Internal locus of causality</li> <li>● Resistant to work with others</li> <li>● Low or acceptable Academic Press</li> </ul>	<p><b><i>Interdependent</i></b></p> <ul style="list-style-type: none"> <li>● Highly engaged</li> <li>● “Learning” Goal Orientation-for Enjoyment and Personal Interest</li> <li>● Internal locus of causality</li> <li>● Strong, mutually supportive relationships</li> <li>● High Academic Press</li> </ul>
<p><b><i>Explorer</i></b></p> <ul style="list-style-type: none"> <li>● Lack of engagement</li> <li>● “Performance” Goal Orientation- for requirement, to demonstrate superiority or avoid the appearance of failure.</li> <li>● External locus of causality</li> <li>● Resistant to work with others</li> <li>● Low or unacceptable Academic Press</li> </ul>	<p><b><i>Transitional</i></b></p> <ul style="list-style-type: none"> <li>● Highly or somewhat engaged</li> <li>● “Learning” Goal Orientation-for Enjoyment and Personal Interest</li> <li>● External locus of causality</li> <li>● Strong, mutually supportive relationships</li> <li>● Low or acceptable Academic Press</li> </ul>

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## 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 2023-2024 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 many more credits through independent projects and special opportunities.

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 – State requirements - 3.5 credits total

- 1.5 credits of Physical Education
- 1 credit of Health and Wellness
- 1 credit of Career and Technical Education

##### Other - EV requirements - 5.5 credits total

- 2 credits of Spanish Language
- 1 credit of Fine Arts
- .5 credits of Community Service
- .5 credit of Personal Finance
- 1.5 credit of Electives

9<sup>th</sup> Grade: 0 – 5.5 credits    11<sup>th</sup> Grade: 11 – 16.5 credits  
10<sup>th</sup> Grade: 5.5 – 11 credits    12<sup>th</sup> Grade: 16.5 – 22 credits

## *Credit Earning*

Students are expected to earn 1.5 credits per quarter. Students earn credit by completing independent projects, turning in classwork in math, reading, and other workshops, and participating in special events such as field trips.

The maximum possible credit earned per quarter is below.

- .25 Math
- .25 Reading
- .12 Wellness
- .25 Advisory
- .25 per Workshop (Science, Social Studies, etc)
- .25 per Independent Project

## *Graduation Requirements*

### **Civics Test**

Wisconsin statute requires that any students graduating from a Wisconsin high school (starting with the class of 2017) "takes a civics test comprised of 100 questions that are identical to the 100 questions that may be asked of an individual during the process of applying for U.S. citizenship by the United States Citizenship and Immigration Services and the pupil correctly answers at least 65 of those questions".

Students at Escuela Verde will be supported in their completion of this requirement. IEP teams will determine if the test is appropriate for each individual student with an IEP.

### **Senior Thesis Projects**

All students at Escuela Verde are expected to complete the YPEAR Senior Thesis Project. This project is a year-long, 3-credit performance-based graduation requirement that is completed in 12th grade (but may be completed in 11th grade). Through the process of working on this project, students are expected to:

- Gain knowledge and practice skills to become more environmentally literate
- Work closely with adults to organize and facilitate several events that demonstrate a clear connection to the vision of Escuela Verde.
- Empower other students and community members to take collective action.
- Volunteer at a community organization.
- Conduct research on their actions and keep detailed notes in Headrush.

The Senior Project includes the completion of the following products as graduation requirements:

- A one-page proposal summarizing the project.
- A pilot event and, ideally, a second event.
- A poster that summarizes data and reflection of the first event.
- An MLA-formatted research paper with an annotated bibliography.
- A presentation at the senior thesis presentation night.

Successful completion of YPEAR benchmarks is required for senior students to cross stage at our graduation ceremony.

# 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

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 2023-2024 is subject to change \*\*\*

### VIRTUAL MONDAY

<i>Time</i>	<i>Activity</i>	<i>Credit Category</i>
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

<i>Time</i>	<i>Activity</i>	<i>Credit Category</i>
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
12:55-3:55	<i>Project Time / Workshops</i>	Social Studies, Science, World Languages, Elective
3:55-4:00	<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.

## *Truancy*

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
- Teacher-led Field Trips
- Internships/Work Study

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

## **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. Parents/guardians should contact the school's Collaborative Leader 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.

## **FOOD**

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 if they choose. 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 responsible to clean their eating area after every snack or meal. Food and beverages should be kept away from all electronics, and electronic devices are not to be used during lunchtime. 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 35<sup>th</sup> Street at National Avenue (Route 35), and along National Avenue at 37<sup>th</sup> (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.

The parking lot across the street is owned and operated by a private entity and is reserved for their employees and customers. No Escuela Verde students should use this parking lot for parking during school hours. Students, families, and community members are expected to follow all posted parking regulations when visiting Escuela Verde, and to drive safely as they arrive at and depart from Escuela Verde.

### *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.

## **COMMUNITY STANDARDS**

### **Cleaning**

Everyone at Escuela Verde is expected to pitch in to keep the school clean. 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.

# 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. Seeking 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.

### 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.

### 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*

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 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.

### *Levels of Disciplinary Action*

There are three levels of disciplinary action. There are many interventions available at Escuela Verde (EV). Please contact EV for more information about the interventions available to your child.

#### **LEVEL 0: One-on-One Meeting**

At this level, a one on one is conducted between the adult and student with whom the interaction takes place. If the adult is not the student's advisor, the advisor needs to be communicated with and the incident is documented in JMC and parent contacted.

#### **LEVEL 1: Conference/Intervention (Circle of Support or Repair the Harm Circle)**

At this level, a conference is conducted with the student, teachers, and/or director. The conference may result in a repair the harm/circle of support/behavior agreements with the student in which the student agrees to change his/her behavior to be appropriate for the learning environment. Refusal to commit to circles/repair harm/agreements results in level 2 consequences. This is documented in JMC and a parent meeting needs to occur.

#### **LEVEL 2: Suspension**

Suspension is defined as a temporary exclusion from the building, including classes and all school-related activities held during school, after school, or on weekends. Parents/guardians are notified of the suspension and may be expected to have a conference with a staff member before the student returns to EV. Suspensions are usually not more than three days. If a parent wants to appeal a suspension, a meeting with the administrator will be scheduled to discuss the situation and information used to determine the suspension. Three or more suspensions of a chronic disruptive behavior may/can be a reason for a referral to the Discipline Committee resulting in a decision by the Committee to do the following, but not limited to: staff monitoring student behavior, daily behavior/academic progress reports, community service, or the student signing a behavioral contract that must be followed by the student as a condition to prevent



another referral to the Discipline Committee for removal of a student from the school due to chronic disruptive behaviors.

**LEVEL 3: Referral to the Escuela Verde Disciplinary Committee**

An EV Disciplinary Committee hearing consists of the student in question returning to school with a parent/guardian (if the student's parent/guardian chooses to attend the hearing) to appear before two staff members and a community member within five school days of the incident. The Committee members will decide through consensus what action/s should be taken if the student is allowed back in school. Parents/guardians will be notified of the Discipline Committee referral verbally and/or in writing within one business day from the date of the incident. Parents/guardians will be notified verbally and/or in writing of the Discipline Committee date, time, and place. The student will have the opportunity to state his/her case regarding his/her behavior. All individuals involved will likewise have the opportunity to state their case/s as well. A decision of action will be reached by the two staff members and the community member that may include the student having to find a new school or signing an agreement that must be followed by the student as a condition to return to EV. This decision will be given to the parent/guardian and student in writing. Failure to follow the decided action/s will result in the student and/or parent/guardian finding the student another school to attend.

Students have the right to appeal the Disciplinary Committee's decision. If a student chooses to appeal the decision of the Escuela Verde Disciplinary Committee Hearing, the student must make such appeal in writing within three days of the decision and may present his/her case to an EV Collaborative Leader, a community member and a TransCenter for Youth Board Member. Action/s will be decided by the group of above mentioned individuals. Failure to follow the decided action/s will result in the student and/or parent/guardian finding the student another school to attend. Students have the right to a final appeal if the student and parent/guardian feel that the decided action/s by the Discipline Committee or administrator in regards to attendance and performance is unfair. Such an appeal will be heard by the entire TransCenter Board of Directors during a scheduled board meeting. Decisions reached by the TransCenter Board of Directors are final and must be accepted without dispute.

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Examples of Conduct that Violate Expectations or Code of Conduct	Definition	ACTION LEVELS	
		Minimum minor	Maximum serious/repeated
Inappropriate dress	Dressing or grooming in a manner that disrupts the learning environment	1	2
Leaving the classroom without permission	Leaving the classroom without permission from a staff member	1	2
Refusal to work/ follow instructions/wandering	Failing to comply with directions or instructions of a staff member	1	2
Repeated Physical Contact/PDA	Repeated physical contact with another individual while at school or at school related activities.	1	2
Vandalism	Maliciously and/or intentionally causing damage to school property or the property of others. Includes situations in which minor damage can be repaired or replaced at no cost to the school.	1	2
Possession of stolen property	Having in one's possession property obtained without permission of the owner	1	2
Tardiness	Failure to be in class on time without an excuse. Failure to check into school by 9:00 AM.	1	3
Truancy	Failure to attend school or class without an excuse	1	3
Inappropriate personal property	Possession of personal property prohibited by school rules and otherwise disruptive to the learning environment, laser pointers, electronic, and communication devices	1	3
Inappropriate use of internet	Using the internet for purposes other than assigned class work. Using the computer lab without specific written permission by a staff member.	1	3
Verbal abuse, profanity	Use of language, either written or spoken, or conduct and/or gestures, which are obscene, lewd, profane, vulgar, or sexually suggestive. Profanity directed at others will have a min of 2.	1	3
Verbal abuse, harassment	Disturbing by pestering, tormenting, or threatening	1	3
Gambling	Playing any game of skill or chance for money or anything of value	1	3
Reckless vehicle use	Using any motorized or self-propelled vehicle on or near school grounds in a reckless manner, or as a threat to health and safety, or as a disruption to the educational process	1	3
Chronic disruption or violation of school rules	Behavior that disrupts the educational process of others by involvement in misconduct that recurs on a regular basis over a period of time	2	3
Leaving supervised areas	Going to the basement, elevator, cafe, or other on-campus locations without staff permission or supervision	2	3
Leaving school grounds	Leaving school grounds without staff or parent permission and supervision	2	3
Sexual harassment	Unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal conduct or communication of a sexual nature	2	3

Examples of Conduct that Violate Expectations or Code of Conduct	Definition	ACTION LEVELS	
		Minimum minor	Maximum serious/repeated
Pushing, shoving, fighting	Pushing and shoving	2	3
Refusal to give up cell phone when asked	Violation of cell phone expectations and refusal to give staff the phone	2	3
Possession/ownership and use of alcohol	Possessing, having under one's control, or using any alcoholic beverages	2	3
Drug paraphernalia	Possessing, using, or having under one's control any substances, materials, or related paraphernalia that are dangerous to health or safety, or that disrupt the educational process	2	3
False fire alarms	Reporting a fire to school or fire officials, or setting off a fire alarm without a reasonable belief that a fire exists	2	3
Assault/Battery	Aggressive behavior exhibited in an attempt to do immediate bodily harm, or to threaten to do immediate bodily harm to others or to put others in fear of immediate bodily injury	3	3
Sexual assault	Intentional bodily contact for sexual gratification or pleasure	3	3
Possession or use of a weapon other than a gun	Possessing, having under one's control, using or threatening with a knife, razor, karate stick, metal knuckle, box cutter, laser pointers used to do bodily harm, pepper spray, or any other object that by the way it is used or intended to be used is capable of inflicting bodily harm	3	3
Possession/ownership and use of illegal drugs	Possessing, having under one's control, or using any controlled substances	3	3
Possession with intent to distribute illegal drugs/ alcohol prescribed medications	Selling, giving away, or otherwise transferring to another person any controlled substance or alcohol, including any transfer of a prescription drug or any substance alleged to be a drug regardless of its actual content	3	3
Bomb threats	Reporting to school, police, or fire officials the presence of a bomb on or near school property without a reasonable belief that a bomb is present on school property	3	3
Possession or use of a gun	Possessing, having under one's control, using, or threatening with a gun (pistol, BB, pellet, rifle, starter, replica, toy gun etc.)	3	3
Arson	Intentionally starting any fire or combustion on school property	3	3

## Technology Acceptable Use Policy

One Chromebook is issued to each student, along with a charger, by an Escuela Verde advisor. It is your responsibility to care for the equipment and ensure that it is retained in a safe environment. Identification numbers have been engraved on the Chromebook. The Chromebook issued to you is, and at all times remains, the property of the school. Use of the Chromebook, as well as access to the computer network, the Internet and email are a privilege and not a right. The Chromebook and accessories are provided for educational purposes only, and are intended to support the learning objectives of the school. In kind, the Chromebooks are tracked and monitored for safety and security measures.

### Using Your Chromebook

1. You should never “swap” or “share” your Chromebook with another person (i.e., student, parent, guardian, sibling, et al). Your Chromebook should be in your possession or secured in a classroom at all times. Staff can, at any time, request access to your Chromebook, even virtually.
2. You must never share your password(s) with another person (i.e., student, parent, guardian, sibling, et al). Passwords must always be kept confidential and secure. If you forget your password, inform IT Support Staff who help you reset your password.
3. You should never eat or drink while using your Chromebook, or use it near others who are eating and drinking. Food particles and liquids spilled on your Chromebook can damage it.
4. You may not download or install unapproved software or electronic media to your Chromebook. Examples of prohibited activities and software include, but are not limited to:
  - a. Loading unauthorized software applications
  - b. Altering pre-loaded applications
  - c. Altering security & filtering software
  - d. VPN (Virtual Private Network) software
  - e. Any app, tool, tweak, modification or other such change that is intended to bypass content filters, malware protections, or monitors.
  - f. Copyrighted materials such as music, videos or content except as permitted under “fair use” laws and then only for School sponsored projects or assignments.
5. Your Chromebook is monitored in several ways including Go Guardian filtering for access to unapproved websites, explicit material, and indications of self-harm, and by network firewall logs that record every inbound and outbound internet connection from and to your Chromebook. Notification emails will be generated to IT staff for flagged internet activity. Any evidence of misuse of internet access privileges will be referred to advisors for review and action. We also have the ability to monitor activity through Securly, even when you are not at school.

### Using the Device for Internet and Email

1. The School cannot be responsible for information found on the Internet. While every attempt is made to block access to inappropriate material while you are at school, the school cannot block all attempts to access inappropriate material while using the Chromebook.
2. Internet access and email, and other media that are accessed, created, or stored on Chromebooks and devices owned by the school are the sole property of the school. The school has the right to review these items for appropriateness, and to limit or revoke a student’s access to them at any time, and for any reason.
3. Access to Online Materials:
  - a. The material which students access through the school’s network system should be for class assignments or for personal research on subjects similar to those that a student might study in a class or in the school library. Use for entertainment purposes is not allowed.

- b. Students shall not use the school's network system to access the following:
  - i. material that is obscene;
  - ii. pornography, including child pornography;
  - iii. material that depicts, or describes in an offensive way violence, nudity, sex, traumatic death or bodily functions.
  - iv. material that has been designated as for adults only;
  - v. material that promotes or advocates illegal activities;
  - vi. material that promotes the use of alcohol or tobacco or school cheating or material that advocates participation in potentially dangerous groups.
  - vii. material that is deemed harmful to minors.
  - viii. material that will distract from classroom activities and assignments

### **Malfunctioning and Damaged Equipment Policies and Procedures**

Occasionally, unexpected problems can occur with the Chromebook that are caused by bugs in the hardware or software. The Escuela Verde Team will assist you with resolving these problems. Report any problems to your advisor for resolution.

1. You must report any damage to the Chromebook as soon as possible, no later than the next school day. If the Chromebook is damaged or not working properly, it must be taken to the office for inspection and repairs.
2. Temporary replacements, known as "loaners", are available so that learning is not disrupted by a repair. You are responsible for the care of the loaner in the same way you are responsible for your assigned Chromebook; all sections of this policy apply to loaners.

### **Cost of Repairs or Damage**

The warranty will cover wear of defective parts on all laptops for a period of 1 year. When repairs for accidental damage are needed, the first accidental repair is a **\$25 charge**. The second repair is a **\$45 charge**. The third repair is a **\$100 charge**. After the third repair you may lose any take home privileges. If a fourth repair is needed, the fee will be the **entire cost** of the repair. These charges are yearly and start over with each new school year.

You are responsible for the cost of replacing your lost or damaged power adapter. The replacement cost for the power adapter is \$35.

### **Lost or Stolen Equipment Policies and Procedures**

If the laptop is lost/stolen the student/guardian will be responsible for the entire replacement cost of the laptop and power adapter.

### **General Use and Care of the Computer:**

1. You may not change the appearance of the Chromebook whether by the application of stickers, paint, or intentional scratch marks. We do not wish to stifle freedom of expression, but modification of the physical device may damage or leave irremovable residue on the machines. Please feel free to change you background to an appropriate image to express yourself.
2. You are expected to treat the Chromebook with care and respect. While the Chromebook remains the property of the school you should treat it with all the best care you would give something you own.

3. You are encouraged to help other students in learning to operate their Chromebook. However, such help should be provided with voices and not hands. Students should operate their own Chromebooks.
4. You should not use your Chromebook while walking. Your Chromebook should be closed while walking. When not in use you should store your Chromebook in the charging station or keep it in a protected case. Chromebooks should be used on a stable and flat surface to prevent damage.
5. Your Chromebook and charger should be protected from the rain, liquids, food, pets, and book bag damage.
6. Your Chromebook should be on your person at all times when it is not in its designated charging dock.
7. **If Chromebooks are found unattended during or after school, this may result in the confiscation of the Chromebook and limited privileges imposed upon its user.**
8. **Each Chromebook has a designated charging dock in their advisory that correlates with the number on the Chromebook. Students are to return their Chromebooks to their designated charging cart and plug it in at the end of the day.**
9. Students should use care when plugging in the power cord.

### **Privacy**

Escuela Verde owns and supervises all assigned Chromebooks, tablets, desktop and laptop computers, networks, and Internet services. The school reserves the right to monitor all activity by students. You should assume no expectation of privacy in the use of school devices including e-mail, stored files or Internet sites visited. Escuela Verde logs, monitors and filters Internet usage. Using electronic devices to visit sites that are inappropriate under our Security Filters and that do not meet the educational purposes of the program may result in limited privileges.

Escuela Verde's staff may periodically review content stored on Google G Suite Drives. Never put anything in an email or on Google drive that would be inappropriate or illegal, or would cause you any embarrassment if reviewed by IT Support Staff, administration, staff or your parent or guardian.

## **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.

### **Nondiscrimination Statement**

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. mail:  
U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410; or
2. fax:  
(833) 256-1665 or (202) 690-7442; or
3. Email: [program.intake@usda.gov](mailto:program.intake@usda.gov)

This institution is an equal opportunity provider.





## Escuela Verde Student/Parent/Advisor Agreement

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

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### **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.

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 \_\_\_\_\_

# HANDBOOK ACKNOWLEDGEMENT

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 Agreement

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date