



Student/Family Policies School Year 1920

Discipline Policy

Disciplinary Philosophy - At Statesmen College Preparatory Academy for Boys PCS, we subscribe to the belief that most behavior requiring intervention is a function of a physical, psychological, emotional or social need that has not been met for a child. That scholar may not know how to get that need met, may have been unsuccessful in getting the need met in the past or may not have internalized the mission-aligned behavior appropriate for identifying the need and getting it met.

Our primary core value is Relationships. In pursuit of this, we intend to build a school culture centered on Restorative Justice practices and approaches. We aim to build a proactive restorative culture where dialogue between families, students, teachers, and administrators is constant. Keeping lines of communication open and flowing are critical in order to mend and restore fractured relationships when conflicts occur. This will lead to high levels of ownership for interactions within our school community.

It is our philosophy that discipline should be engaged primarily to develop mission-aligned behavior and permanently change unaligned behavior. We believe that this is accomplished in the following ways. One, the underlying need warranting the behavior has to be met. When a young male scholar is able to reasonably reconcile an unmet need using aligned behavior, he will gladly replace unaligned behavior with a choice that will avoid negative consequences. Two, a bonded relationship with an adult who will help the young male scholar realize that he no longer needs the unaligned behavior. Finally, these young men need a present support as they persist through the vulnerability and awkward-ity of habituating a replacement behavior. In the end, to permanently change a behavior, children must be lovingly supported in replacing undesirable behavior with something else. And, that something else has to work to **meet an unmet need**. We also realize that this process is very difficult to accomplish under the backdrop of an out-of-school suspension or expulsion. It is our philosophy that over reliance on exclusionary disciplinary practices tear at the very foundations of the relationships that we want to leverage for change. Additionally, we have data to suggest that these practices are correlated with the factors connecting school failure to prison incarceration.

As such, at Statesmen College Preparatory Academy for Boys PCS we are deeply committed to the following:

- in support of **Relationships** and **Resilience**, the engagement of Restorative Justice practices as a frame for building relationships, maintaining a safe school environment, keeping young male scholars connected to their community and maximizing opportunities for students to learn from the impact of their choices – leading to the permanent change in their behavior

- in support of **Relationships** and **Resilience**, the proactive engagement of Social Emotional Academic Development to support the emotional and psychological wellbeing of these young men as they learn and practice mission-aligned behaviors and good decision-making
- in support of **Relationships** and **Resilience**, the proactive engagement of Crew-Focused Positive Behavior Incentives and Support system as a way to reduce negative behavior, incentivize mission-aligned behavior, promote bonded peer relationships and promote joy-factor and a love of school
- in support of **Rigor**, the proactive establishment of clear and consistently applied Protocols, Procedures, Systems and Routines to reduce disruption, confusion and frustration and increase
- in support of **Relevance**, the equitable implementation of a fair and concise Hierarchy of Discipline to clearly outline the mission-aligned behavior that we want to see students engage in

Statesmen’s approach to discipline – as much as possible, is to eliminate the very need for discipline by encouraging the autonomy that is organic when the proper scaffold is established. It is our conjecture that a school environment where young men are challenged to earn the autonomy that they engage in will significantly increase their internalization and appreciation of that autonomy, support the development of the discipline necessary to engage autonomy maturely and prevent later failure as a result of being given autonomy before the prerequisite skills are developed.

In pursuit of the above approach to discipline, please see the below as a menu of options and not a hardline set of protocols to be immediately engaged. We see each disciplinary engagement as an opportunity first to strengthen relationships and second as an opportunity to develop character. This requires that the teachers and leaders have the flexibility to engage discipline with an appreciation of the relationships of those involved and the specific need of the young man involved.

Student Rights and Code of Conduct

STATESMEN ACADEMY FOR BOYS CODE OF CONDUCT	
Scholar Rights	Scholar Responsibilities
<ul style="list-style-type: none"> • To be known, loved and treated with respect • To receive a high-quality education that will prepare you for college and career • To receive a free and appropriate education with resources, materials, technology and supports that create the greatest possible access to learning • To have access to content and pedagogy that is relevant to you and your experience and that interests and engages you • To learn in a school environment that is safe, free from harassment, bullying and significant behavioral distractions • To have access to qualified teachers • To have equal access to all school sponsored activities of the school, including extra-curricular activities, athletics, clubs, field trips and 	<ul style="list-style-type: none"> • Treat people with love and respect • Attend school on time and every day, actively engaging in the academic program and producing high quality work • Utilize the resources, tools and technology that is being provided for you and ask for specific support • Contribute to the development of the content that is presented • Follow the rules to the best of your ability, practice the values in your behavior and contribute to a positive and safe school environment • Treat teachers with respect • Engage in school supported activities in a way that promotes the school values and support the participation of others, appreciating and respecting diversity • Seek access to academic and behavioral progress data

<p>engagement regardless of race, age, gender, class, sexual orientation, social and family background and ability status</p> <ul style="list-style-type: none"> ● To be informed of your academic and behavioral performance ● To have and respectfully express and views, opinions and perspectives that are opposing to those of others ● To peaceably assemble on school grounds ● To enjoy a reasonable degree of privacy, where it does not items prohibited by law or school policy 	<ul style="list-style-type: none"> ● Express your views, opinions and perspectives in a respective way and at the appropriate times ● Engage in activities that are mission-aligned and value oriented ● Bring only permitted materials to school and use those materials in ways that are appropriate
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Disciplinary Considerations - It is our full expectation that students will engage in behavior that is unaligned to our vision, mission, values and code of conduct. All unaligned behavior will require our attention.

Disciplinary responses will be logical, appropriate, instructive and restorative. Disciplinary responses will consider factors such as:

- The safety of other students and staff;
- The degree to which injury occurred;
- The nature of the infraction;
- Circumstances relating to the infraction;
- The age of the student;
- The student’s previous behavioral history;
- Previous participation in counseling or conflict resolution efforts such as peer mediation;
- The educational needs of other students;
- The educational needs of the student to be disciplined (including those enumerated in an IEP or a plan issued pursuant to a known 504; and
- Extenuating circumstances particular to the child and the family.

As indicated in this policy, disciplinary responses will be primarily designed to avoid losses to instruction and breaks in relational bonds and, where practical and possible, the extent practicable under the circumstances, to enable students to continue their instructional program.

General Disciplinary Engagement

TIER ONE BEHAVIOR
<p>Behavior generally unaligned to the Student Code of Conduct that may also be mildly or moderately disruptive to the educational process are considered <i>Tier One</i> infractions. They will always require the attention of the adults and peers in the environment and will be subject primarily to Restorative approaches and will never result in exclusionary discipline.</p>
<p><i>Tier One</i> behaviors are not limited to, but may include the following: General disruption to school, class or assemblies; general disrespect of students, staff and visitors, minimal damage to materials, graffiti, or theft of public or private property, smoking in and around the building, general disobedience to the instructions of a staff, willful refusal to be in an assigned</p>

area at an assigned time, posting unauthorized materials, using social media in inappropriate of harmful ways, forging signatures and/or passes, academic dishonesty - cheating and plagiarism, missing homework or class work, failure to upgrade failed test(s), possession of prohibited items, encouraging others to violate rules and unauthorized use of technology (laptop, notepad, tablets, cellphones).

TIER ONE RESPONSES

Responses to **Tier One** infractions are not limited to, but may include the following: General redirection, needs assessment, action/impact feedback, reflections/timeout, teach/model/practice behavior, Crew Mini-Circle, student/teacher 1on1 restorative conversation, temporary assignment to a “cooling off” area or partner, temporary disciplinary assignment with the school.

TIER TWO BEHAVIOR

Behaviors unaligned to the Student Code of Conduct of a nature that is more deliberate or defiant, deliberately repetitive of Tier One infractions, moderately to significantly disruptive to the educational process and/or dangerous to the student, his peers and/or staff are considered **Tier Two** infractions. They will always require the attention of the adults and peers in the environment and will be subject primarily to Restorative approaches that may occasionally include school-based disciplinary action.

Tier Two behaviors are not limited to, but may include the following:

Deliberate and repetitive engagement in Tier One infractions, regular and repeated classroom interruptions, gross disrespect of peers and staff, gross destruction of public or private property, gross and repeated theft of public or private property.

Infractions of a sexual nature, drug related images, paraphernalia and substance, weapons on school property, violation of fire drill process and/or instructions, fighting, hazing, harassment, intimidation and bullying, sexual harassment, inciting disorder.

TIER TWO RESPONSES

Responses to **Tier Two** infractions are not limited to, but may include the following: General redirection, needs assessment, action/impact feedback, reflections/timeout, teach/model/practice behavior, Crew Mini-Circle, student/teacher 1on1 restorative conversation, temporary assignment to a “cooling off” area or partner, temporary disciplinary assignment with the school.

Loss of privilege (demerits, detention, adjusted engagement during class, monitored engagement, etc.) confiscation of inappropriate materials, referral to mandatory counseling, restitution, referral to mandatory drug screening and/or to a substance abuse program, parent communication (letter, call, text, conference), daily/weekly behavioral contract, tracker, community restitution, program adjustment, finding a mentor to support the student’s social emotional development and decision making, illicit posting of inappropriate images of peers, staff or other persons.

TIER THREE BEHAVIOR

Behaviors that create situations where a scholar poses an immediate or prolonged threat to himself, his peers and staff members are considered **Tier Three** infractions. They will always require the immediate attention of the adults in the environment and will be subject primarily to immediate isolation, acute support and Restorative approaches that may include exclusionary disciplinary action.

Tier Three behaviors are not limited to, but may include the following:

Recklessly endangering or threatening intimidation of peers, staff and other persons, distribution of drugs or alcohol, indecent assault or indecent exposure, brandishing a weapon with intent to cause injury, planning or unreported knowledge of plans to cause serious harm to the school.

TIER THREE RESPONSES

Responses to ***Tier Three*** infractions are not limited to, but may include the following:

Needs assessment, parent communication, referral to mandatory counseling, mandatory drug screening, and/or to a substance abuse program, adjustment of student program, finding a mentor to support the student's social emotional development and decision making, community restitution, out-of-school suspension, expulsion.

Suspension/Expulsion - In support of Relationships and Resilience, Statesmen is deeply committed to the practices of Restorative Justice as a frame for building relationships, maintaining a safe school environment, keeping young males scholars connected to their community and maximizing opportunities for students to learn from the impact of their choices – leading to the permanent change in their behavior. As such, we will not have a mandated Out of School Suspension or Expulsion requirement, but will consider them when this condition is present:

- keeping the scholar at the school is an immediate threat to the scholar, his peers or the staff

General Disciplinary Process - In practice, this may all come together in several different ways. When a young male scholar engages in unaligned behavior, the leaders and teachers may respond to the behavior in the following ways (this may or may not be engaged as a continuum of response):

In support of ***Resilience***:

- Reduce stress for the young male scholar
 - Isolate for safety if necessary
 - Provide time to cool down
 - Create an opportunity to move, walk
 - Provide water

In support of ***Relevance***:

- Determine the needs of the young male scholar
 - Walk and talk
 - Side by side discussion
 - Write a reflection
 - Provide an opportunity to be heard, to describe what the need is
- Resolve the problem for the young male scholar
 - Brainstorm ways to fulfill the need, list options
 - Engage autonomy/choice in utilizing an option

In support of ***Relationships***:

- Engage the Crew System for support
- Restore relationships for the young male scholar
 - Engage the circles process for Restorative Justice
 - Outline actions, impact, intent
 - Outline impact to groups and individuals (parents, teachers, students engaged)
 - Brainstorm actions to restore, replace, re-engage, list options

- Engage autonomy/choice in restitution

In support of **Rigor**:

- Include appropriate disciplinary action
 - Reteach, skill-building and practice session, reflection writing and conversation, simple restitution (accept responsibility, apologize, repair), natural consequence model, demerits/deductions, loss of privilege, parental contact, temporarily removed from proximity of issue, community service, Crew instituted consequences, lunch or after school detention, behavior intervention plan/contract, daily school/home log, ISS, OSS, expulsion
- Assign action implementation to Crew

General Due Process - Pursuant General Due Process, Statesmen CPAB PCS will engage the following:

- All policies and procedures will be established in writing, be in the Student and Family Handbook, published and discussed at home visits, parent meetings, parent trainings or parent/teacher conferences.
- All disciplinary action must be assigned and/or approved by the leadership of the school or a designee.
- Disciplinary action will be recorded and maintained by the school, available to students and families upon request.
- Exclusionary disciplinary action will be assigned only after the factors above have been considered and all reasonable prevention, intervention, remediation and relational strategy has been exhausted.
- Any disciplinary action taken by the school will be communicated to the parents in writing and through verbal contact.
- Students under the age of 13 will not be permitted to leave the school premises during school hours without escort from a parent or parent designee. If contact cannot be made and the student returns the following day, the student may be segregated, but will remain at school until contact is made and arrangements made.
- Where no harm is imminent, students will remain in class until an established suspension begins.
- A student, parent or guardian may choose to appeal any disciplinary action taken by the school in the following manner:
 - Appeals are made to the Director of Instruction at the school.
 - Appeals may be oral or written in form.
 - Appeals must be made within 2 days of disciplinary assignment.
 - Appeals will be received and considered within 2 days of receipt by the principal or delegated to the appropriate designee.
 - When necessary, appeal conferences/conversations will be conducted within 3 school days of school leader consideration.
 - Students, parents and/or guardians may present exposition, evidence and witnesses.
 - The school leadership will make the final determination and will communicate that decision in writing to the student, parent or guardian within 1 school day of the conference.
 - In the case where a family may wish to appeal an expulsion or a suspension
 - An ad-hoc meeting of the Disciplinary Committee of the Board of Trustees will be convened as a Disciplinary Hearing.
 - The committee will not be presided over by the leadership of the school or any staff involved in the original incident.

- The decision process as outlined will proceed with the final decision made and communicated by the Disciplinary Committee chair or designee.

Protection of Students With Disabilities - To ensure that the behavior policies are equitable and do not lead to any subgroup experiencing disproportionate impact, we will monitor for fair and consistent implementation across all subgroups. We believe that the use of our PBIS system with Crew Credits and StarCard Demerits will create relevant sources of data with which to analyze the impact of our overall approach to discipline. As a data driven organization, our School Psychologist and/or School Counselor will work with Compass Fellows to track student Credits, Crew contributions, Demerits, attendance as well as referral and discipline data. That will allow us to immediately uncover disproportionality and design mitigating action. While the school will employ a general practice of avoiding out of school suspensions and other harsh disciplinary policy, when serious infractions take place that might lead to a more severe disciplinary response on the part of the school, the school leadership will consult with teachers, counselors and special education coordinators and make a final decision.

When a student who has a diagnosed disability or who is under the provision of a 504 plan or who is still in the eligibility process is involved in a serious infraction that will likely result in more severe disciplinary action including any exclusionary discipline, we will engage the prescribed process to determine if the behavior was indeed a manifestation of their disability – the Manifestation Determination Review (MDR). That process will go as follows:

- The SST/RTI/IEP team will schedule an MDR within 10 days of the original infraction.
- The school will prepare a Discipline Referral Packet (incident description, policy implications, impact statement, witness reports, FBA, BIP and other related information) for the review.
- At the MDR, a disability reconciliation will take place (outline specific disability, identify general manifestations of the disability (DSM IV), innumerate specific manifestations for the child in question, and examine testimony and statements of reputable sources on the matter).
- The team will use the information to discuss the behavior that is the source of the disciplinary referral and make a determination as to whether or not the behavior is a manifestation of the disability.
- Parents will be notified of the results of the MDR before an 11th day.

We think that over time, SWDs more than any other group will be positively impacted by the culture that we establish. As such, we believe that the general student population and students with disabilities will thrive in this environment of developmentally appropriate support. At the same time, this approach is completely aligned to the vision, mission and educational philosophy of the school.

From time to time and as the school leadership may deem appropriate, these policies may be reviewed and revised. These updated policies will be shared via school memo, school newsletter and/or school meeting

Attendance Policy

Attendance Expectations - On-time daily attendance is critical to young male scholars achieving the goals that we have established for and that you have agreed to.

- Parents are expected to make transportation arrangements for their scholar.
- Scholars are expected to achieve 100% attendance where possible.
- Scholars are expected to be at school every day that school is in session.

- Scholars are expected to finish the entire day.
- Scholars are marked late if they arrive after 8:45am.
- Scholars have not completed a full day of school if they leave before 4:15pm.
- At Statement, an absence as the following:
 - A day in which a scholar does not arrive at school at all
 - A day in which a scholar arrives to school after 11am
 - A day in which a scholar departs school (not returning) before 2:00pm

Daily attendance is also a legal obligation to the city. As such, Statesmen does have serious consequences for scholars who are frequently absent. While understanding that both sickness, emergencies, bereavement, and other reasons apply to scholar absences, it is critical that families make all efforts into getting scholars to school daily. The following are consequences for excessive absences from school:

- If a student has 20 or more consecutive unexcused absences, Statesmen will take the following action:
 - The student may be unenrolled;
 - Attendance data will be mandatorily reported to Court Social Services and/or the OAG Juvenile Division and Child and Family Services Agency (CFSA);
 - Retention (repeating a grade) will be considered and the absences may be the primary reason for retention regardless of academic performance
- When a scholar has 10 or more unexcused absences (consecutive or nonconsecutive), Statesmen will mandatorily report the absences to Child and Family Services Agency (CFSA).
- When a scholar has 2 or more unexcused absences during student orientation (the first 3 weeks of school), a meeting with the scholar's family will be required immediately to discuss expectations.
- Students who reach 5 absences during one interim, or 8 absences during the year, may be required to complete an attendance recovery plan to make up lost instructional time.

Reporting Absences: Families should report all absences to the Statesmen Operations Team as soon as the need for absence is known. Reporting a need for a missed day of school will serve as a formal excuse. Additional information will be required for the absence to be excused (see below). If we do not receive notification of the absence in advance, we will call parents to determine the reason for an absence. All documentation of excused absences must be received no later than 5 days following the absence. If documentation is not received in the appropriate timeframe, the absence will be marked unexcused.

Excused Absences: All absences will be reported as unexcused absences unless the school receives the following documentation within 5 days of the absence:

- For single day absences due to illness, Statesmen will accept a direct contact from the parent excusing the student for up to **2 total absences after which a doctor's note will be required.**
- For illnesses lasting longer than a single day or for students with more than 2 total absences, a doctor's note will be required.
- For regularly scheduled medical appointments, students are only excused for the duration of the appointment and the necessary travel time. Parents must request student releases with the scheduled time of the appointment prior to pick-up.

- Religious holidays as communicated to the school by parents.
- Parent note indicating there is a family funeral – the scholar will be excused for the day of the funeral.
- Advance written notice to the Principal indicating that the scholar will be visiting their parent or legal guardian, who is in the military; immediately before, during or after deployment.
- Parent note indicating there is a family emergency – emergencies include house fires, house floods, or incidents of violence in the home. An emergency is defined by the presence of an emergency response team (fire, ambulance, police, CPS, etc.), unexpected hospitalization of a family member, or unexpected loss of a family member.
- Court documents mandating a court appearance – the child will be excused only for the day(s) indicated on the court documents.

Long Term Absences: If it ever becomes necessary for your scholar will be absent for a week or more of classes, please contact the Operations Team immediately to make arrangements for assignment completion and to provide adequate time for teachers to plan and prepare for accommodations. Teachers will put forth a reasonable effort to support scholar learning while they are away and make reasonable allowance for makeup work. Statesmen will not provide homebound instruction to students unless directed under and Individualized Education Plan, a 504 Plan or an internally developed Personalized Education Plan.

Late Arrivals, Early Dismissals & Appointments: If a scholar has a medical appointment or a family emergency that may lead warrant an early dismissal, the family should contact the school to arrange for pickup. All early dismissals are made from the office. Scholars will only be called to the office when the receiving guardian has arrived. Parents are required to sign scholars out in-person from the main office and identification will be necessary. A student will be dismissed early only to a parent or other properly authorized and identified adult. Parents will be asked to submit a list of receiving adults who are authorized to pick up your scholar. We fully expect that midday appointments scheduled during the day will not result in a full day loss of instruction. Please bring the young men to school before and/or after the appointment has concluded. If an early morning appointment is prearranged and the scholar arrives to school at 10:00am, this will not be marked as tardy.

Recovering Missed Work Because of Absence(s): Scholars are expected to makeup all work missed as a consequence of absences - excused and unexcused. Teachers will use their discretion in creating policies for when work must be recovered due to absences. Students will be expected to complete missed work by the deadline directed by the teacher.

Tardiness: Mornings at Statesmen are critical to the Social Emotional Academic Development (SEAD) program that our young male scholars continue to benefit from. Late arrivals distract from this and prevent scholars from starting their day with positive energy. At Statesmen, learning begins the moment at student enters the building. As such, students are marked as tardy from 8:45am.

Grievance Procedures

Grievance Policy – If a parent, student, teacher, staff or any school stakeholder experience issues of discriminatory treatment, harassment, or intimidation on any of these bases, this should immediately be reported to the immediate supervisor, the CEO and Head of Schools or the Board of Trustees where

appropriate. When substantiated, prompt action will be taken. Reporting should be submitted in writing within 40 calendar days of the alleged discrimination.

Members of the Board of Directors designated to receive grievances and complaints can be reached at:

Board of Trustees
Statesmen College Preparatory Academy for Boys
4600 Livingston Road, SE
Washington, DC 20032

Non-Discrimination Policy

General Nondiscrimination Policy - As an organization deeply committed to diversity, equity and inclusion, it is the policy and commitment of Statesmen College Preparatory Academy for Boys not to discriminate based on race, color, ethnicity, religion, sex, gender, sexual orientation, disability, age or any other personal or professional status.

Equal Opportunity Employment Policy - Statesmen College Preparatory Academy for Boys is committed to be a diverse, equitable and inclusive work environment. As such, we additionally commit to a policy of equal employment opportunity and will not discriminate in the terms, conditions, or privileges of employment on account race, color, ethnicity, religion, sex, gender, sexual orientation, disability, age or any other personal or professional status as may be prohibited by federal and state law.

Any employee, board member, volunteer or client who believes that s/he or any other affiliate of Statesmen College Preparatory Academy for Boys has been discriminated against is strongly encouraged to report this concern promptly to the CEO and Head of Schools.

Discriminatory Harassment Policy - Harassment or intimidation of a student, parent, staff member, client or guest because of that person's race, color, ethnicity, religion, sex, gender, sexual orientation, disability, age or any other personal or professional status is specifically prohibited and may be grounds for termination. Harassment and intimidation includes abusive, foul or threatening language or behavior. Statesmen College Preparatory Academy for Boys is committed to maintaining a workplace and school environment that is free of any such harassment and will not tolerate discrimination against staff members, volunteers or agency clients.

Family Educational Rights and Privacy Act (FERPA) Notice

Student Privacy - Statesmen Academy for Boys PCS complies with all federal and District of Columbia regulations regarding student privacy. The Family Educational Rights and Privacy Act (FERPA) gives parents certain rights with respect to their child's education records. The relevant sections of FERPA are included in Appendix A. Parents/guardians of current students may access their student's file by request at the school office or from the FERPA administrator at our Central Office. Please allow at least five (5) business days notice to obtain a copy of your student's records.

Student Records - Families are responsible for updating the school in the case of a change in their contact information. Changes in address, phone number, email for home or work and/or pick up authorization list must be reported to the school via the Change of Information form available from the

receptionist. Families must also alert the school to any change in a student's medical record so that in the case of an emergency the school may respond appropriately. All medical and emergency information is confidential. Please submit any record changes to the receptionist using the Change of Information form as soon as possible in order to ensure that school records are up to date. Families can review their children's school records and request copies if desired; see below for specific information on the Family Educational Rights and Privacy Act (FERPA). Special education records are filed separately from the regular student files. Requests to view these records should be made directly to the student's special education case manager.

Directory Information- Families will be able to communicate with each other with the aid of a school directory. Families can opt out of the School Directory by e-mailing seanflora@statesmenboys.org. The information in the directory may be used solely for the purposes of supporting the students, and not for commercial, religious, or political purposes. Types of information that may be given in the directory includes students and parents names, addresses, contact information, and ward of home (for car pool purposes).

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

- i. The right to inspect and review the student's education records within 45 days after the day Statesmen Academy for Boys PCS receives a request for access. Parents, guardians, or eligible students should submit to the school principal a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent, guardian or eligible student of the time and place where the records may be inspected.
- ii. The right to request the amendment of the student's education records that the parent, guardian, or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Families or eligible students who wish to ask Statesmen Academy for Boys PCS to amend a record should write the school principal, clearly identify the part of the record they want changed and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- iii. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

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

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

See the list below of the disclosures that elementary and secondary schools may make without consent. FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))

- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as “directory information” under §99.37. (§99.31(a)(11))

Video and Photo Protocol - During the enrollment period, the parent/guardian of each student completes a digital media release. Media releases are retained as part of the student record, in digital format, to ensure compliance with the parent/guardian’s wishes during the term(s) of the student’s enrollment at Statesmen Academy for Boys PCS. The media release grants Statesmen Academy for Boys PCS, and any school-approved partner (third-party entity), permission to take and use photographs of our students. The media release form is required of all parents.

Open Meetings Policy

Statesmen’s Board currently does not hold any meetings that are open to the public.