



PAUL PUBLIC
CHARTER
SCHOOL

FAMILY HANDBOOK 2020-2021

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“The mission of Paul Public Charter School is to educate our students and to develop in them the capacity to be responsible citizens, independent thinkers, and leaders.”

Paul PCS functions more smoothly and effectively for students, families, faculty, and staff when the requirements and expectations of the school are clear. The Family Handbook has been written to provide you with information on the policies, procedures, practices and expectations associated with being a student at Paul PCS. Please review the Handbook in its' entirety. By being a fully-informed parent, you are better prepared to support your child and to actively participate in the Paul PCS Community.

Greetings Paul Students, Families and Friends,

I am excited to welcome you to what promises to be a dynamic year of growth and learning for our students. As the CEO of Paul PCS, I am eager to continue the work of growing the legacy of excellence started by our founder, Mrs. Cecile Middleton. This year will be very different from any other school year that most of us have ever experienced in our lifetime. The emergence and continuance of the COVID-19 pandemic has birthed a new approach and model for schooling that is both exciting and unique. To meet the academic and socio-emotional needs of our students, Paul will introduce a Blended Schooling Model which includes options for both in-person and virtual classroom instruction. Paul PCS has made the decision to use a Blended Schooling Model to effectively prioritize the safety and wellness of all scholars and staff, which is our most important objective. Our plans are guided by the most current recommendations of the Center of Disease Control and the DC Department of Health. These guidelines currently mandate no more than 12 people, including students and teachers, in a classroom at a time; this is our primary reason for next year's Blended Schooling Model.

The Paul PCS Staff has spent the spring and the summer of 2020 preparing to receive our students, working to solidify, refine and expand our academic and social-emotional programming and developing an instructional and engagement strategy that will yield positive growth for our students in both in-person and virtual environments. When reading through this manual, you will learn more about elements of our new programming and you will also note that there are considerations, expectations and explanations of policies for our students when they are in-person and when they are with us virtually. Please be sure to read through the manual carefully, attend your assigned parent orientation and send any questions you have to your child's/children's respective school leader.

As Chief Executive Officer, it is my personal pledge to provide each student with the opportunities he or she needs to move continuously in brilliance that lies within them and to ensure they are prepared for college and beyond. I wish you all a wonderful school year and look forward to working together!

In Service,
Dr. Tracy L. Wright,
CEO, Paul PCS

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LOGISTICS

WHO SHOULD I TALK TO? Paul Public Charter Schools

6th Grade Questions	LaShaunda Robinson -Academic Dean lrobinson@paulcharter.org
7th Grade Questions	Brad Irvin -7th Grade Administrator birvin@paulcharter.org
8th Grade Questions	Shawanda Bartelle- 8th Grade Administrator sbartelle@paulcharter.org
9th Grade Questions	Tomiko Graves- 9th Grade Administrator tgraves@paulcharter.org
10th Grade Questions	Chiamaka Kalu- 10th Grade Administrator ckalu@paulcharter.org
11th Grade Questions	Chiamaka Kalu- 11th Grade Administrator ckalu@paulcharter.org
12th Grade Questions	Britney Wray- 12th Grade Administrator bwray@paulcharter.org
Special Education	Melanie Chavez- MS Special Education Coordinator mchavez@paulcharter.org Aireen Samson - HS Student Support Coordinator asamson@paulcharter.org
English Language Learners	Lea Gonzalez - EL Coordinator lgonzalez@paulcharter.org
MS & HS Curriculum	Whitney Lane - Science Instructional Specialist wlane@paulcharter.org Bruce Herring- Math Instructional Specialist bherring@paulcharter.org Bess Davis- ELA Instructional Specialist bdavis@paulcharter.org Dan Kohn - Social Studies Instructional Specialist dkohn@paulcharter.org
Attendance and Truancy	Linda Long - Attendance Counselor llong@paulcharter.org
Lunch and Kids Ride Free	Ricardo Marquez - Operations Associate rmarquez@paulcharter.org
General Questions	Main Office at 202-291-7499

2020-2021 ACADEMIC CALENDAR

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

August '20						
Su	M	Tu	W	Th	F	S
						1
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September '20						
Su	M	Tu	W	Th	F	S
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October '20						
Su	M	Tu	W	Th	F	S
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November '20						
Su	M	Tu	W	Th	F	S
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

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

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

February '21						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

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

April '21						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

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

June '21						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

*see reverse side for Color Key

Color Key

	School Closed for Staff and Students		Orientation for New Scholars
	PD for all staff (School Closed for Students)		Orientation for Returning Scholars
	First Day of Advisory		Student Led Conferences (12:15 dismissal for students)
	End of Advisory (12:15 dismissal for Students)		

Total Days in SY2020-2021: 183

Days in Advisory 1: 46
Days in Advisory 2: 42
Days in Advisory 3: 50
Days in Advisory 4: 45

ENROLLMENT AND ADMISSIONS

Paul PCS complies with admission policies established by the DC Public Charter School Board and applicable federal and DC laws and regulations. Specifically, enrollment at Paul is open to all students who are residents of the District of Columbia and, if space is available, to non-resident students who fulfill the tuition requirements established by the Office of the State Superintendent of Education. Paul participates in the My School DC common lottery. As a participating school, we will only accept new students via the My School DC application available at [MySchoolDC.org](https://www.myschooldc.org).

Paul does not limit enrollment on the basis of a student's race, color, gender identity, religion, national origin, language spoken, intellectual or athletic ability, measures of achievement or aptitude, or status as a student with special needs.

Current students have the option to re-enroll each year and do not need to reapply. To secure their seat, they must complete their enrollment paperwork, which consists of an online registration form and providing proof of DC residency, by the published enrollment deadline, which is typically May 1st. After the deadline, returning families will lose their "priority placement" as seats are available on a first come, first serve basis until the grade level is full.

Eighth grade students who wish to attend Paul International High School (PIHS) are given feeder rights, which means they do not need to apply through the MySchoolDC lottery. Like any other returning students entering seventh or eighth grade, eighth grade students desiring to attend Paul in the ninth grade must complete the online enrollment via InfoSnap and submit specified documents to prove DC residency by the deadline. After the deadline, space in our 9th grade is available on a first come, first serve basis until the seats are filled.

Proving DC Residency

To be enrolled in any DC public school, for each school year a parent/guardian must show original documents as proof of DC residency for each student assigned to or wishing to attend a traditional public or public charter school in the District. A completed DC Residency Verification (DCRV) Form must be completed to determine residency.

In addition to completing the DCRV form, families must provide supporting documentation from the chart below to establish DC residency.

Enrolling person, follow ONE of the methods (A-C) to verify your DC residency.		
A	Verify with a school official. If you are experiencing homelessness, a ward of the District, and/or a participant of a District public benefits program, such as Medicaid, Supplementation Nutrition Assistance Program, or Temporary Assistance for Needy Families – your school may already have your information. Check with your school official or the school's homeless liaison.	
	Verify through the Office of Tax and Revenue (OTR). Re-enrolling families/students are often able to verify residency using OTR residency verification process. The enrolling person must have paid taxes in DC during the previous fiscal year and have the student's Social Security number. The student must be re-enrolling in the same local education agency and enrolling in grades K-12. Login to the system at ossedtax.com . If successful, your verification will then be available for your school to confirm.	
B	Verify by submitting supporting documentation. All items must include the same name and address of the enrolling person as completed on the DC residency verification form and school-based enrollment documents.	
	ONE item is needed from this list to verify residency.	TWO items are needed from this list to verify residency.
	<ul style="list-style-type: none">• A valid pay stub issued within 45 days of the school's review of this form. Must contain withholding of only DC personal income tax for the current tax year and no other states listed for deduction, even if the amount is zero. It must also show a DC personal income tax withholding amount greater than zero for both the current tax year and current pay period.• Unexpired official documentation of financial assistance from the Government of the District of Columbia, issued to the enrolling person within the past 12 months and current at the time presented to the school, including, but not limited to, Temporary Assistance for Needy Families (TANF), Medicaid, the State Child Health Insurance Program (SCHIP), Supplemental Security Income, housing assistance or other programs.• Certified copy of Form D40 by the DC Office of Tax and Revenue, with evidence of payment of DC taxes for the current or most recent tax year and must bear the DC Office of Tax and Revenue stamp.• Current military housing orders or statement on military letterhead, must be official correspondence and cite the specific DC address of residence.• Embassy letter issued within the past 12 months. Must contain an official embassy seal and signature of embassy official; and indicate that the enrolling person and student or the adult student currently reside, or will reside, on embassy property in DC during the relevant school year.	<ul style="list-style-type: none">• DC motor vehicle operator's permit or official government-issued non-driver identification that is valid and unexpired.• DC motor vehicle registration that is valid and unexpired.• Lease or rental agreement that is valid and unexpired <u>with a separate proof of payment of rent</u>, such as receipt of payment, money order, or copy of cashed check. The lease must contain the start date, monthly rent amount, name of landlord, and be signed by the enrolling person and landlord. The separate proof of payment must be for a period within two months immediately preceding the school's review of this form and match the monthly rent amount stated on the lease.• Utility bill (only gas, electric, and water bills are acceptable) <u>with a separate paid receipt showing payment of the bill</u>, such as receipt of payment printout, money order, or copy of cashed check. The utility bill must be for a period within the two months immediately preceding the school's review of this form. The separate proof of payment must be for the specific bill submitted. The most common submission is two consecutive bills where the second bill shows payment on the first bill. A credited amount on a bill and government agency letter subsidizing payment for utility are also acceptable proofs of payment.
C	Verify through a home visit. If you are unable to verify through one of the above methods, speak with your school official about a home visit.	
Enrolling as a non-resident student		
Non-resident students are only eligible to attend a District public school if there are no eligible DC residents on the waitlist, the LEA agrees to enroll the student, there is a signed tuition agreement in place with the Office of the State Superintendent of Education, and an initial tuition payment has been made. To complete a tuition agreement and tuition payment, please email osse.residency@dc.gov . Non-residents are not eligible for enrollment through the District's Pre-K Enhancement and Expansion Funding Program.		
Persons eligible to enroll a student.		
<ul style="list-style-type: none">• Parent - a natural parent, stepparent, or parent by adoption who has custody or control of a student, including joint custody.• Guardian - an appointed legal guardian of a student by a court of competent jurisdiction.• Custodian - a person to whom physical custody has been granted by a court of competent jurisdiction.• Other Primary Caregiver - is a person other than a parent or court-appointed custodian or guardian who is the primary provider of care or control and support to a student who resides with him or her, and whose parent, custodian, or guardian is unable to supply such care and support due to serious family hardship.• Adult Student - A student who is 18 years of age or older, or who has been emancipated from parental control by marriage, operation of statute, or the order of a court of competent jurisdiction.		

Medical Requirements

DC law requires that all students be current on immunizations to attend school. The **No Shots No School policy** will be enforced starting in August 2020. **If proof of immunization is not submitted to the school within the first 20 school days, your child will not be allowed to return to school until Paul PCS has received documentation of the required immunizations.** Families should talk with their child's health care provider about their child's immunization history and what is needed to be able to start school. For more information on the [School Immunization Requirements](#), we encourage you to read the [Frequently Asked Questions \(FAQs\) document](#) published by the Office of the State Superintendent of Education.

DAILY ATTENDANCE EXPECTATIONS

In-Person Attendance Policy

Arrival Time

School begins at 8 AM and ends at 4 PM for all students, Monday- Thursday. During our distance learning period, classes will be in session 8:15 AM until 12:15 PM on Fridays, virtually. On in-person school days, the building opens at 7:35 AM. Middle School students who arrive between 7:35 -8:00 AM will report to an identified “GearUp” space where they may spend this time working independently on homework or reading silently.

We expect all students to attend school daily and on time. This practice is essential to academic success. We have monthly incentives in place to celebrate our scholars with perfect attendance. Students who do not meet attendance requirements will receive negative consequences.

Tardy to School

Middle School

Any student who is not **seated** in her or his Homeroom by 8:15am is considered late. Accordingly, ***students who arrive in the building at or later than 8:00AM will be marked tardy-to-school*** because there is not enough time to go through security and get to their homeroom or first block in a timely manner. MS students who are tardy two times in a week, will be assigned “tardy detention”.

High School

Any student who is not seated in her or his first block class by 8:15 AM is considered late. Accordingly, ***students who arrive in the building later than 8:05 AM will be marked tardy-to-school*** because there is not enough time to get to their homeroom or classroom by 8:15 AM. High School students who are tardy-to-school will receive their first tardy for the day; students who are tardy to three classes will receive detention after school.

Only students with appropriate documentation will be excused by the Attendance Counselor from being marked tardy. Appropriate documentation includes a note from a parent or guardian stating that the student had a. medical or dental appointment that precluded on time arrival at school, inclement weather resulting in the school delaying on time arrival for all students, extreme circumstances with Metro or extreme circumstances affecting traffic. Tardies caused by normal Metro delays or normal traffic patterns will not excuse late arrival. **The Attendance Counselor will make the final decision regarding excusing students from being tardy.**

****Students who fail to report and stay for any required “tardy detention” will receive additional consequences from the Dean of Students, unless the Attendance Counselor and the parent or guardian have made other arrangements.**

Attendance

It is the policy and expectation of Paul PCS that every student maintains regular and consistent school attendance.

A student's absence from school may be excused for the following documented reasons:

- Illness (documentation may be required at the discretion of the Attendance Counselor)
- Death in the student's immediate family
- Necessity for a student to attend judiciary or administrative proceedings as a party to the action (documentation required)
- Observance of a religious holiday
- Medical or dental appointments
- Technology Related Issues (laptop or other device, internet, etc.) (documentation is required) Parents must call Tech Support to document the issue and complete TECH SUPPORT Form for all tech related issues that prevent the student from attending virtual classes. * Students must make up all missed class time / work.
- An emergency or other circumstance approved by an Administrator (School Principal)

Distance Learning Update:

Based upon the discretion of the Principal, Executive Director of Schools or CEO, it is determined that the unique barriers caused by distance learning (i.e. technology, wi-fi, etc.) significantly impacted attendance warranting students' absences being excused.

If your child suffers from a medical condition or has court obligations that cause frequent absences from school, it is imperative that your child's physician, other medical professional, or court agency provide written documentation stating the reason for the absences. The Director of Student Support Services or her or his designee will determine in her or his reasonable discretion whether any absence for reasons other than the four reasons specified above will be deemed excused or unexcused. All absences that are not explained by written communication from a parent or guardian shall be considered unexcused. Written notification of the excused absence MUST be received within **5 days** of the date of absence in order for the absence to be excused. Failure to provide this documentation, and/or the accumulation of excessive absences, will result in the actions described in the chart below:

Number of Absences	Resulting Actions
3 or more unexcused absences	<ul style="list-style-type: none">● The school will send a notice of concern regarding the accumulation of three unexcused absences.

5 or more unexcused absences (over any period of time)	<ul style="list-style-type: none"> ● The School will schedule a mandatory truancy conference with the parent or primary guardian of the student.
5 to 9 absences (excused or unexcused) in an advisory period	<ul style="list-style-type: none"> ● The School will schedule a mandatory truancy conference with the parent or primary guardian of the student. ● The student's grades for each class they have amassed 5 absences in, over the course of an advisory, will be lowered by one full letter grade. ● The only exception to this policy is if formal, validated documentation from a physician or court agency is submitted to the Attendance Counselor excusing the student's absences.
10 unexcused absences (over any period of time)	<ul style="list-style-type: none"> ● The school will refer to Child and Family Service Agency (CFSa) and the Truancy Division for Educational Neglect and Truancy any student who has excessive absences that violate the District's attendance law. District of Columbia law requires the school to refer to CFSa any student age 5-13 years within 2 business days after 10 unexcused absences ● Student's age 14-18 will be coded and reported as "truant"
10 or more absences (excused or unexcused) in an advisory period	<ul style="list-style-type: none"> ● The School will schedule a mandatory truancy conference with the parent or primary guardian of the student. ● Students will fail all classes that they accumulate 10 or more excused or unexcused absences in during an advisory period. ● The only exception to this policy is if formal, validated documentation from a physician or court agency is submitted to the Attendance Counselor excusing the student's absences.
15 or more unexcused absences	<ul style="list-style-type: none"> ● District of Columbia law requires the school to refer to Truancy Court Social Services any student age 14-17 within 2 business days after 15 unexcused absences.
20 or more absences (excused or unexcused) over any period of time	<ul style="list-style-type: none"> ● Students accumulating 20 or more absences during the course of the school year will be retained in their current grade ● The only exception to this policy is if formal, validated documentation from a physician or court agency is submitted to the Attendance Counselor excusing the student's absences or the discretion of the CEO.

20 consecutive absences	<ul style="list-style-type: none"> ● Students amassing 20 or more consecutive, unexcused absences will be dropped from attendance at Paul PCS. They will also be ineligible for future enrollment.
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Early Dismissals

In School Pick Ups - Only a parent, guardian, or other authorized person designated in writing by a parent or guardian and entered in PowerSchool may pick up a student from school. The parent, guardian, or other authorized person must provide proper identification, such as a driver's license or non-driver's identification card to pick up the child. Any parent, guardian or other authorized person who seeks to pick up a child before dismissal time must come to the Main Office/ Main Lobby to request the child to be called for early dismissal. Students will not be called to the office before the parent, guardian or other authorized persons arrives in the Main Office/Main Lobby.

Street Passes- Street Passes will only be issued for safety / behavior reasons by an administrator. The school nurse will approve limited street passes due to illness after the child has been present 80% of the day unless medically necessary to leave earlier. Parents or authorized people listed in our school system must pick up the child due to illness for earlier times. Mrs. Long, or an administrator will approve limited passes if the nurse is absent. Mrs. Long will issue street passes for official appointments **(documentation is required)**. To receive a street pass for an appointment, parents **MUST** send an email or written note along with official documentation the day prior to or the morning of the appointment. Verbal permission only is not sufficient. No Exceptions! If official documentation is not provided prior to the appointment, the student must return with proof of the appointment the following day or parents will be required to pick up their child for appointments moving forward. Ms. Long will handle all emergencies case by case and street passes will be limited. Parents **MUST** send an email, written note (faxed note ok also– with verbal permission from a number on file). Parents or an authorized person on file will have to pick up the student if written permission is not secured. No Exceptions. The protocol must be followed. Students will be directed back to class until he or she is called by a staff member for the early dismissal.

Virtual Attendance Expectations

Students attending school virtually are expected to log in to their classes 3 minutes prior to the start of the instructional block. Teachers will take attendance at the start of each class and multiple times throughout the period to ensure virtual participants remain actively engaged and present. Students who are absent from class on virtual days will be subject to all absence enforcement actions as described in the section above.

Additionally, students who are tardy to more than one class in a day will receive a consequence that may include virtual detention at the end of the school day.

UNIFORM POLICY

In order to improve the school's educational environment, promote a more effective climate for learning, foster school unity and pride, and allow students to focus better on learning rather than attire, the School has a dress policy for students that applies to school days and school-sponsored events. Paul PCS believes that a person's attire communicates attitudes and values. Every profession or workplace sets particular expectations for appropriate dress. Attending School and being an active learner is our scholars' profession. For this reason, the School will implement consistent and strict dress expectations.

All Paul PCS students must be in the PCS uniform during all school hours unless a School Administrator notifies parents, guardians, and other authorized persons of an exception or a student has a pass for a "dress-down" day issued by an Administrator. Uniforms must be worn neatly, properly fitted and clean. All of the uniform pieces must be purchased from the vendor listed below in order to ensure a consistently dressed student body. THIS POLICY WILL BE STRICTLY ENFORCED. If you foresee an issue in complying with the dress policy, please contact the school immediately. We will make every effort to assist you in complying with the dress policy.

If a student arrives at School without a complete uniform, the school will offer him or her a "loaner" uniform in exchange for holding the student's cell phone or other collateral of value acceptable to the school until the end of the day when the "loaner" uniform is returned. If a student refuses to accept a "loaner" uniform or does not have a cell phone or other acceptable collateral, the student's parent, guardian, or other authorized person will be contacted to pick up the student or to deliver the proper article(s) of clothing needed in order for the student to be in compliance with the dress policy. Students will be reinstated into the school community once they are properly clad in the complete Paul PCS uniform.

Risse Brothers is the Paul PCS uniform vendor. Its website is <https://www.rissebrothers.com/index.cfm> . Its store is located at 9700 Martin Luther King Jr Highway Suite B Lanham, MD 20706 and its telephone number is 301-220-1985.

Daily Middle School Uniform:

- **Shirt:** White or gold oxford shirt with the "Paul" logo (short or long sleeved)
- **Pants/Skirt:** Navy blue pants or skirt (*see below for detailed description of allowed pants and/or skirts*)
- **Shoes:** Solid black shoes. No exceptions.

- **Sweater:** Only sweaters with the “Paul” logo are allowed. These can be purchased at Risse Brothers. The school will offer a less costly sweater option which will be available for sale in September. Please note that sweatshirts, non-Paul sweaters, jackets, etc. are not allowed to be worn inside the building at any time.
- **Belts:** Solid black
- **Ties:** Grade level specific tie for 6th, 7th, and 8th (see below for tie descriptions).

Daily High School Uniform:

- **Shirt:** Blue oxford shirt with the “Paul” logo (short or long sleeved); students are allowed to wear the Paul polo shirt on **Thursday and Friday only**.
- **Pants/Skirt:** Khaki (TAN) pants or skirt (*see below for detailed description of allowed pants and/or skirts*)
- **Shoes:** Solid black. No exceptions
- **Sweater:** Only sweaters with the “Paul” logo are allowed. These can be purchased at Risse Brothers. The school will offer a less costly sweater option which will be available for sale in September. Please note that sweatshirts, non-Paul sweaters, jackets, etc. are not allowed to be worn inside the building at any time.
- **Belts:** Solid black
- **Ties:** Grade level specific tie for 9th, 10th, 11th or 12th (see below for tie descriptions).
- **Ties**
- All Paul PCS students are required to wear their grade-level specific tie.

GRADE	TIE DESIGN
6	All Gold
7	All Navy Blue
8	Gold/Navy Blue Striped
9	Maroon/Navy Blue Striped
10	Maroon with thin Gold and Blue Stripes
11	Navy Blue with thick Gold and White Stripes
12	Navy Blue with thin Gold and White Stripes

Sweaters:

Sweaters or sweater vests with the embroidered “Paul” logo are the only acceptable outerwear within school buildings. All Paul PCS uniform sweaters contain the embroidered “Paul Public Charter Schools” school name and logo. Paul Public Charter Schools sweatshirts, “hoodies”, pullovers, etc. are **no longer acceptable** and may not be worn for the 2019-2020 school year.

Pants:

All Middle School students must wear **NAVY** slacks. All PIHS students must wear **KHAKI** pants. Pants **MUST** have belt loops, zipper and button. Pants must extend from the waist to the top of the shoe. Students are not permitted to wear jeans or other long pants under their uniform pants.

The following styles of pants are NOT allowed:

Drawstring	Sweat pants	Low-rise pants	Excessively tight pants
Corduroy	Exercise pants	Bell-bottoms	Ripped or overly worn pants
Cargo pants	Pajama pants	Pants with designs in the fabric	Pants dragging on the ground
Jeans	Skinny pants	Pants worn below the hips	Lace or translucent pants

Skirts:

Only plain khaki (HS) or navy (MS) knee length skirts may be worn. Paul students are not permitted to wear jeans or other long pants under their uniform skirts.

Shorts:

Plain knee-length khaki (HS) or navy (MS) shorts may be worn between August and September 30th and May 1st- the end of the school year. Please note cargo shorts are not allowed.

Belts:

Solid black belts with buckles simple in design (i.e., no pictures, designs or emblems) must be worn with all pants

Shoes:

Shoes must be primarily black and closed-toed shoes without designs, decorations or heels higher than two inches. Sandals, flip-flops, clogs, and house shoes are not acceptable. Only primarily black sneakers may be worn to gym class.

Leggings/Tights/ Socks:

Only plain solid black, white, and brown tights are acceptable for wearing under skirts. Striped, designed, decorated or brightly colored tights are not acceptable. Students are allowed to choose the type of socks they wear, however, please note that socks displaying weapons, drug paraphernalia, lewd designs, and/or profanity are not allowed.

Long-Sleeved Undershirts:

Long sleeved shirts are not allowed to be worn under short-sleeved shirts. A white, black or grey short-sleeved shirt may be worn under a long-sleeved shirt provided that the short-sleeved shirt is not visible and has no visible decorations/ insignia.

Jewelry:

Students may wear modest jewelry at Paul Public Charter School. Excessively large, dangling earrings are not allowed. Large “statement” necklaces are not allowed. Note: The School will determine, in its sole discretion, whether an item qualifies as “modest jewelry.”

Hats and Head Coverings:

Hats, doo rags, bonnets, rollers (of any type), bandanas or other types of headgear are not to be worn inside any Paul PCS building at any time except students may wear head coverings or other garments for religious purposes.

Coats and Jackets:

Coats and jackets are not to be worn in any Paul PCS building at any time except when a student is exiting the building.

Additional Uniform Guidelines

- The uniform shirt must be tucked into the pants and the pants worn at the waist level at all times when the student is in a public place in or outside a school building. Stained, torn or overly worn uniform shirts are not acceptable.
- All bottoms, pants or skirts, should fit properly and not sag below the waist.
- Scholars who arrive at School out of uniform **will not attend class until they change into appropriate uniform.**
- Students who are out of uniform more than 3 times will receive additional disciplinary consequences (i.e. detention, Saturday school).
- There are **NO** regularly scheduled dress-down days. Dress-down days are designated as rewards for specific actions by a scholar. Parents and guardians will be notified when such days occur either by email, by telephone or through written notice.

Virtual Uniform Expectations

On days that students attend school virtually, they are expected to be in school uniform. The uniform on those days however, consists of their assigned color Paul polo shirt and whatever appropriate bottoms they select as their legs will not be visible on camera.

Students who appear on camera out of uniform will be instructed to immediately correct their attire prior to being readmitted to their virtual classroom.

PUBLIC TRANSPORTATION

Students are expected to abide by the Paul PCS Code of Conduct, **which includes wearing face masks and using hand sanitizer**, while traveling to and from school on the Washington, D.C. Metro rail or bus system. **Students who cause a disruption on public transportation will earn a consequence according to the Code of Conduct Policy and may jeopardize their enrollment at Paul PCS.**

The DC government has established a Kids Ride Free program to promote the safe and free passage of DC students to and from school within the boundaries of the District of Columbia. Kids Ride Free Cards are free to DC residents and can be requested by families and students at the School's Business Office. Kids Ride Free Cards are the responsibility of the student. Lost cards will be replaced by the Business Office, as requested and available. Transportation costs are the sole responsibility of the child /family and not of Paul PCS even when a child is awaiting a new or replacement card.

SAFETY AND SECURITY

Security officers are assigned to Paul PCS for the entire school day to help ensure the safety of students, staff, and the orderliness of school buildings. Failure to comply with their instructions will result in referral to the Principal of the student's school (i.e., Middle School or PIHS or designee.)

Emergency Response Plan

Paul PCS has an Emergency Response plan that will be used to identify, assess, and manage situations that pose a threat to our school environment. Details of the plan are set forth in Appendix 1 to this Handbook.

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Communication During Emergencies

In the event of an emergency, Paul PCS will communicate to parents and families through robo-call to the primary telephone number(s) on file and email to families who have addresses on

file. Necessary action to be taken by families will be clearly communicated as it becomes available. For school closings or two-hour delays, information will also be made available on local news stations and on the Paul PCS website. Emergencies include unexpected school closing (i.e. weather-related), unexpected early dismissal (i.e. safety related), school lock-down, etc.

PARTNERSHIPS AND GIVING

Paul PCS has a number of strategic alliances with companies and community organizations which provide the School with many different forms of assistance. We also ask our stakeholders to invest in Paul PCS financially by helping us establish more partnerships and strategic alliances with third parties. We invite you to join us as we prepare our M.E.R.I.T. scholars to thrive in middle and high school, college, and in life thereafter by supporting Paul PCS in one or more of the ways described below:

DONATE ONLINE: You can access our secure online donation to the Annual Giving Campaign through our website www.paulcharter.org/donate

DONATE VIA MAIL: You can send your donation to use through the mail to:

Paul PCS
Attention: Business Office
5800 8th Street, NW
Washington, DC 20011

Please make checks payable to: Paul Public Charter School

DONATE IN PERSON/PHONE: You may also make your donation in person at our Business Office between 9:30 a.m. - 5 p.m. each weekday or over the phone at 202-541-6614 or call the main school line at 202-291-7499.

UNITED WAY CAMPAIGN: You can donate to Paul PCS through the United Way by designating your gift to benefit number 68958.

Please note: Donations are tax-deductible and may be made via cash, check, and credit card (Visa and MasterCard).

Given the current COVID-19 pandemic, we are also in need of PPE (face masks, gloves, etc.). If you would like to make a donation to be used by Paul PCS students and/or staff, please contact Will Henderson, Executive Director of Operation (whenderson@paulcharter.org).

We know that it takes the collective efforts of families, partners, teachers, administrators, community leaders and members, local and national organizations and businesses to ensure that all of our students at Paul PCS are successful. We thank you in advance for your support.

For more information on becoming a donor, a partner, volunteer, or different ways to support Paul Scholars, please contact Mr. William Henderson via email at whenderson@paulcharter.org.

ACADEMICS

ACADEMIC PROGRAM

The Paul PCS's instructional philosophy is designed to develop graduates who are college-bound and interconnected with communities around the world. Therefore, each department (Sciences, Math, Social Sciences, World Languages and the Arts) will make global connections with the goal of: 1) giving students choices, 2) making work authentic, and 3) exhibiting student learning. Paul PCS offers a balanced curriculum in the humanities and sciences based on clearly articulated academic standards. Mathematics, Science, English, Spanish/French and Social Studies are the backbone of our students' education. In addition to the required core subjects, visual and/or performing arts, health/physical education, and global studies (high school only) courses are offered. Students performing above grade level in Reading, Math and Science are placed in advanced courses that challenge them to tackle grade-level standards using above grade level literature, text, and concepts. In addition, middle school students performing above grade level in math are placed in advanced math courses, preparing them to take AP courses in high school.

Paul PCS also provides each student with wide-ranging opportunities and challenging experiences to expand his/her world, vast academic and extracurricular activities to increase his/her knowledge, and leadership opportunities that will equip him/her to take an active role as an adult citizen. One course in particular, Global Citizenship Seminar, will provide opportunities for high school students to investigate the world, recognize perspectives, communicate their ideas and take action.

HIGH School

High School Graduation Requirements

To earn a diploma from the Paul International High School, a scholar must complete one hundred (100) hours of community service and earn a minimum of twenty-four (24) credits. A full year course is valued at one (1) credit and a semester course is valued at one half (0.5) credit; semester courses taken every day are valued at one (1) credit.

The twenty-four (24) credits required to earn a diploma must include the following:

- Four (4) credits of English
- Four (4) credits of Mathematics, to include the following: Algebra I, Geometry, Algebra II.
- Four (4) credits of Social Studies in the following subjects: World History I, World History II, US History, US Government (.5), DC History (.5)
- Four (4) credits of Science, to include three (3) lab sciences
- Two (2) credits of World Languages
- One and one half (1.5) credits in Health/Physical Education
- One half (0.5) credit in Art
- One half (0.5) credit in Music
- Three and one half (3.5) credits through elective offerings*

Note:

**At least 1 of the elective credits must include Global Studies or Global Citizenship.*

**At least two (2) of the credits must include College Level or Career Preparatory (CLCP) courses.*

The courses may fulfill subject matter or elective requirements and may include courses at other institutions.

In addition to the above listed requirements, to **participate in senior activities and Paul International High School's graduation ceremony**, high school scholars must also:

- Take the SAT or ACT college admissions test
- Submit proof of one (1) 2- or 4-year college acceptance

Grade Level Promotion-High School

To earn a diploma from Paul International High School, scholars must earn 24 credits. The guidelines for promotion to the next grade are listed below:

9th Grade to 10th Grade

- Earn 6.0 credits
- Includes: 4 core classes (Algebra 1, 1 Science credit, 1 History credit, 1 English credit)

10th Grade to 11th Grade

- Earn 6.0 credits (12 cumulative credits)
- Includes: 4 core classes (1 Math credit, 1 Science credit, 1 History credit, 1 English credit)

11th Grade to 12th Grade

- Earn 6.0 credits (18 cumulative credits)
- Includes: 4 core classes (1 Math credit, 1 Science credit, 1 History credit, 1 English credit), 1 World Language credit, and 1 Global Citizenship/College Preparation course

Many high school courses must be taken in a particular sequence. Thus, there might be limitations on the number of courses taken per year in a particular subject area. Scholars are encouraged to consider the requirements for graduation in addition to requirements for grade level promotion when selecting courses.

Program of Study

General Education Courses

These courses are standards-based and taught by teachers who, according to ESSA standards, are highly qualified. Unless otherwise noted, all courses offered at Paul International High School are general education courses. All scholars have access to these courses and, as they earn more credits, they are afforded more choices in the classes they can take.

Special Education

Scholars that receive special education services have full access to all courses as stated in their Individualized Education Plan. The coursework is modified to match the scholar's ability and needs. Each plan is then evaluated and reviewed annually by an appropriate, multi-disciplinary team.

Intervention and Resource Classes

Paul PCS offers Math Workshop and English Language Arts (ELA) Workshop (in lieu of an elective/world language course) in the Middle and High School to those 6-10th grade students who are performing two or more years below grade level in reading or mathematics. In addition, ELA workshop and Math Workshop are offered to students who require additional reading or mathematics support as specified

in an Individualized Education Plan (IEP) or other support plan. All workshop courses use a blended learning approach that incorporates multiple modes of instruction including specific software which provides individualized instruction to students. READ 180 and Wilson Reading are the software programs used to support instruction in the ELA Workshop courses. MATH 180 is the software program used to support instruction in the Math Workshop course.

Honors Courses

Paul International High School is committed to preparing all scholars for success in college and beyond. To meet the needs of scholars that are ready for accelerated work, honors courses are offered for select courses. Honors courses are designed to challenge the scholar beyond the level offered in a college prep level course and, to prepare scholars for the rigor of future AP courses and exams. Scholars should consider that projects and exams may overlap and can result in work-load fluctuations. Summer work is often required.

Advanced Placement Courses

The College Board administers a program of college-level courses and examinations called Advanced Placement. Scholars who obtain certain scores on the exams may qualify for college credit, or exemption from college courses. These courses are designated AP. Due to the level of rigor required by these courses, their grades carry a weighted average and scholars must apply and be accepted into each course each year.

In agreement with the College Board's statement that "all scholars who are willing to accept the challenge of a rigorous academic curriculum should be given consideration for admission to AP courses" and the strong correlation between taking AP courses and success in college, any PIHS scholar may apply for enrollment in an AP course within their grade level course sequence. Scholars may, with approval from the Principal, apply for enrollment in AP courses outside their grade level course sequence.

CREDIT RECOVERY

Paul International High School offers several options for scholars to recover credit during the year and during the summer. **Credit Recovery** courses are available to students who have already enrolled in a course but failed to earn a credit, allowing them an additional opportunity for students to learn course material and demonstrate their knowledge. Students failing a class must attend mandatory grade recovery. Sessions may take place after school or on Friday early release days. Failure to attend will result in student(s) not being allowed to participate in end of year grade recovery, credit recovery, graduation or summer school. Credit Recovery options are as follows:

- **Special Project (only in special circumstances on a case by case basis determined by the approval of the Executive Director of Schools)** – In the event that a scholar failed a course he or she may complete a comprehensive project to recover a portion of the grade for the credit. The project will be created by the instructor or instructional specialist and must be approved by the principal or assistant principal. The highest grade the scholar can earn will be a 70% in the class. *Note: Completion of a special project, in and of itself, will not automatically guarantee a passing grade. A designated number of points will be added to the student's original failing grade based upon the level of proficiency demonstrated in the special project.*

● **Summer School** – Summer school courses will be offered for scholars that need credit recovery as well. Scholars will be permitted to take a maximum of 2 courses per summer. In accordance with the guidelines set by the Office of the State Superintendent of Education, scholars are required to “sit” for at least 60 hours in order to receive credit for a course. Scholars will complete coursework on the power standards covered in the school year. Scholars who successfully complete summer school will earn a credit for the course that they have completed.

● **Online Courses & Independent Study Courses** - PIHS recognizes that for some scholars, the need to recover only one or two course credits is all that stands between them and successful completion of high school. At times, scholars may not be able to make up those required credits in the same traditional format and graduate on time. In those instances, Paul may offer the opportunity for scholars to enroll in an online course and/or an independent study course to recover missing credits.

In the case of an online course, Paul has used providers including Keystone School, Fuel Education, and Apex. The principal, or her designee, is responsible for identifying the best provider based on needs of the eligible students. As part of this process, the principal (or designee) must also identify the appropriate courses based on alignment of course content to Paul curriculum and verify that the course offered meets the credit/Carnegie Unit requirement. In the case of an independent study course, an adult from the community will design and implement a standards-based curriculum with approval from the principal (or designee). In both instances, the same high academic standards present in a traditional class are upheld.

Eligibility for Credit Recovery:

1. Student must be enrolled at Paul Public Charter Schools,
2. Student must have approval from his or her principal prior to enrolling in the course. The principal will:
 - ensure that the student needs to recover the course, and
 - determine if the course content, if offered by a school other than Paul, corresponds with a Paul PCS course and graduation requirement,
3. If the course is taken during the summer at Paul, the scholar will be enrolled in summer school and is expected to attend daily per the summer school policy,
4. The course provider, if not Paul PCS, must be accredited and approved by Paul.

Timing:

The majority of credit recovery occurs during the Paul Summer School program, which includes flexible options for credit recovery – from half day to full day schedules, online (but supervised) learning, and other arrangements as deemed necessary.

In some instances, we will consider offering credit recovery after school or through independent study – often an online course with a supervising teacher and other unique arrangements designed to meet the individual needs of the students. These circumstances are usually handled one on one and are approved by the Principal and the Executive Director of Schools.

Awarding of Credit:

1. The scholar must receive a grade of 70% or higher in the course. A final report card must be submitted to the principal with the grade and grading scale clearly indicated. The student will then receive a grade of a "C" for the previously failed Paul course.
2. If the scholar fails the course he or she is attempting to recover, it can impact promotion status and progress toward graduation. These consequences will be discussed with the student.

Original Credit courses are for students who have never taken the course or who failed a course due to an excessive number of absences. Original credit courses will be prioritized for current seniors and rising seniors.

Paul International High School will do what it can to ensure that students are able to take the courses a student needs to graduate through purposeful scheduling and existing credit recovery programs as well as academic interventions and support. However, in the instances where students are in need of credits in order to graduate that are not possible to schedule, students have the following options:

- **DCPS Opportunity Academies**: Students can take courses through the DCPS Opportunity Academies at Ballou STAY, Roosevelt STAY, Luke C. Moore and Washington-Metropolitan High Schools. These schools offer an approved competency-based approach to earning credit, which means there is not a seat hour requirement. As the Opportunity Academies require coursework on top of the regular course load, special permission by the principal must be granted to those students who wish to take night school courses with the purpose of meeting Paul graduation requirements.
- **DCPS Summer School Program**: Paul International High School will assist students in enrolling at DCPS summer school programs for original credit programs as available.
- **Other LEA/private school opportunities**: Paul International High School will help families explore other accredited LEA's that might offer courses that meet the Carnegie-unit requirement for courses, however families will be responsible for any costs associated with those programs.

Eligibility:

1. Student must be enrolled at Paul Public Charter Schools,
2. Student must have not taken the class in the past or must have failed it due to excessive absences, to be verified by the Principal as part of the graduation plan meeting.
3. Student and parent must have a meeting with the principal and counselor to discuss the Memorandum of Understanding for the student and how taking the **Original Credit** will impact the students' progress toward graduation, including but not limited to:
 - Ensuring that the original credit does not supersede other recovery needs which take priority,
 - Reviewing why the student needs to take the Original Credit and what issues may still be a factor (i.e. attendance) that may impede the students' success in the Original Credit program,
 - Discussing consequences of non-completion or failure in the Original Credit program,
 - Discussing any costs associated with the program,

- Setting timeline and expectations for completion and for support, including staff supervision,
- ***All parties must agree to and sign the graduation plan for the student to be eligible.***

Timing:

Whenever feasible, Original Credit programs should be done during the summer.

- Our aim is to have students proactively complete Original Credit in the summer before their senior year. Students who may need Original Credit should be identified at the start of their junior year and given an incentive to earn Original Credit during the following summer if they pass all of their classes, enabling them to graduate with their class.
- Another option for original credit is the summer after a senior year, with students participating in a summer graduation.
- Only in limited cases will we allow students to take Original Credit on top of full course load of classes. These cases will be considered when there were extenuating circumstances earlier in their high school career or a higher display of academic maturity as they have aged.
- At no time will students be permitted to take an Original Credit course concurrent to a course prerequisite (i.e. Spanish I and Spanish II).

Awarding of Credit:

1. The scholar must receive a grade of 70% or higher in the course in order to receive credit for the course. The grade received will be the grade awarded on the transcript, unless it is a D grade which will not be honored. A final report card and transcript must be submitted to the Principal with the grade and grading scale clearly indicated prior to the granting of the credit.
2. If the scholar fails the course he or she is attempting to recover, it can impact promotion status and progress toward graduation.

COURSE TRAJECTORY

Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
<ul style="list-style-type: none"> ● English 9/ESL 1 ● Biology ● Algebra I or Geometry ● World History I <p>Three other credits from the following possible subjects: World Language, Art/Music, PE/Health, Workshop Classes, or Electives.</p>	<ul style="list-style-type: none"> ● English 10/ESL 2 ● Chemistry ● Geometry or Algebra II ● World History II <p>Three other credits from the following possible subjects: World Language, Art/Music, PE/Health, Workshop Classes, or Electives.</p>	<ul style="list-style-type: none"> ● English 11/ESL 3 or AP Language & Composition ● Anatomy & Physiology ● Algebra II or Pre-Calculus ● US History or AP US History ● GCS: Internship and Post-Secondary Planning or AP Seminar. <p>Two other credits from the following possible subjects: World Language*, Art/Music, PE/Health, Workshop Classes,</p>	<ul style="list-style-type: none"> ● English IV or AP Literature and Composition ● Physics ● Pre-Calculus or Statistics ● DC History ● Government or AP Government ● Global and College Symposium or AP Research. <p>Any outstanding credits needed to fulfill</p>

		or Electives. <i>Note: If student does not yet have a World Language credit they will need to take one starting this year.</i>	graduation requirements.
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- The PE/Health, music, and art requirements may be satisfied at any time during the scholar's 4 years at Paul
- *All courses may not be offered each year*
- Additionally, scholars may enroll in two of the following electives: Dance, Art, Advanced Art, Drumming, Health, Physical Education, and a range of other courses

EXAMINATIONS

PIHS students take a series of exams to assess their academic progress. By law, students who attend public charter schools in the District of Columbia are required to take the same annual assessment tests as all public school students. Students who are enrolled in ELA 9, ELA 10, Algebra 1, or Geometry will complete the Partnership for Assessment of Readiness for College and Careers (PARCC). Students enrolled in Biology or Health will also complete the DC Science and health assessment. Additionally, all students in grades 9 – 11 will take the PSAT. In the Spring, 11th graders will take the SAT for the first time and a second time during the fall of their senior year. Seniors who have not attained a combined English and math score of 890 on the SAT will be required to attend intensive SAT prep sessions and will take the SAT during the winter and spring terms if necessary, to achieve this minimum score.

High School students in grades 9-10 will take the NWEA Measurement of Academic Progress (MAP) assessment three times throughout the school year. This assessment is a computer adaptive test that provides students with a raw score in reading and mathematics that can be compared to students across the country. This score will be used to determine reading and math performance levels. Additionally, the exams are used to guide instruction and placement into ELA or Math Workshop. Student performance levels are closely monitored, and interventions are adjusted as needed to reflect changes in student performance.

For Social Studies and Science, throughout each unit of study in the High School, students are required to take Unit Assessments. These assessments cover the instructional content that has been presented in each unit (approximately every 2-4 weeks). Unit Assessments are standard across grade levels and specific to content areas. In addition, towards the end of each advisory period, for Math and ELA courses, students will take Interim Assessments in Reading and Math. The purpose of the Unit Assessments and Interim Assessments is to gauge progress of student learning and mastery of content in order to inform adjustments necessary in planning and instruction.

For semester-long courses, students take final exams or complete a performance assessment at the end of the semester to determine mastery of key skills in the course.

For year-long courses, students will take final exams aligned with curriculum standards and cover material that has been taught in class over the last advisory. Students must successfully complete these exams before promotion to the next grade level. Final exam grades will be included in the second advisory (for semester courses) or the fourth advisory (for year-long courses) calculation.

Grade Reporting

High School

General Education Grading Scale

Grades are based on a standard, 4.0 grade point average scale. Letter grades are issued quarterly for all courses.

Advanced Placement Grading Scale (High School Only)

Grade point averages for AP courses will increase by 1.00 point in recognition of the increased rigor of such courses. Scholars who earn a failing grade in their AP course will not receive the 1.00 point increase.

Regular Grading Scale			AP Grading Scale (High School ONLY)		
Letter Grade	Percentage	Grade Points	Letter Grade	Percentage	Grade Points
A	100 - 90	4.0	A	100 - 90	5.0
B	89 - 80	3.0	B	89 - 80	4.0
C	79 - 70	2.0	C	79 - 70	3.0
F	69 and below	0	F	69 and below	0

*Note: As a school, Paul does not believe a passing grade should be given for below average work. Therefore, since the letter grade D is typically defined as below average work and does not denote proficiency, Paul Middle School and Paul International High School do not use the letter grade D. Thus, the lowest passing grade we honor **for students who take courses at Paul** is a C, which connotes that the scholar has demonstrated mastery of the basic standards. **Note: Paul Public Charter School will only honor D's for scholars who were awarded a credit on their transcript for a D from another LEA.***

GRADING WEIGHTS FOR ALL CLASSES OTHER THAN WORKSHOPS		WORKSHOP GRADING WEIGHTS																									
<table><tr><th>Categories</th><th>Weighting</th></tr><tr><td>Projects/Essays/Labs</td><td>25%</td></tr><tr><td>Quarterly Interim Assessments, Unit Tests, Mid-Advisory Assessments</td><td>25%</td></tr><tr><td>Weekly Formative Assessments</td><td>20%</td></tr><tr><td>Homework</td><td>5%</td></tr><tr><td>Classwork</td><td>20%</td></tr><tr><td>Final Exam</td><td>5%</td></tr></table>	Categories	Weighting	Projects/Essays/Labs	25%	Quarterly Interim Assessments, Unit Tests, Mid-Advisory Assessments	25%	Weekly Formative Assessments	20%	Homework	5%	Classwork	20%	Final Exam	5%		<table><tr><th>Categories</th><th>Weighting</th></tr><tr><td>Assessments</td><td>30%</td></tr><tr><td>Classwork/Participation (independent reading or independent practice)</td><td>20%</td></tr><tr><td>Daily Work</td><td>20%</td></tr><tr><td>Read 180, Wilson, or Math 180 Software Performance</td><td>30%</td></tr></table>	Categories	Weighting	Assessments	30%	Classwork/Participation (independent reading or independent practice)	20%	Daily Work	20%	Read 180, Wilson, or Math 180 Software Performance	30%	
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Read 180, Wilson, or Math 180 Software Performance	30%																										

Final Grades-High School

The final grades for year-long courses (**English Language Arts (ELA), Math, Social Studies and Science**) are an average of the grades received in all four advisories. A student must earn a final grade greater than or equal to 70% to pass the course for the year.

The final grades for semester-long courses (**Electives and World Language**) are an average of the grades received in the two advisories within the semester. A student must earn a final grade greater than or equal to 70% to pass the course for the year.

Final Cumulative Course Grade is calculated with the following weights:

Advisory 1- 25%

Advisory 2-25%

Advisory 3-25%

Advisory 4-25%

Academic Dishonesty

Paul PCS expects all of its scholars to work hard and to perform to their best of their abilities. To this end, it does not tolerate academic dishonesty including, but not limited to cheating (copying from others' homework, papers, exams, tests, or quizzes), grade changing, plagiarism (attempting to take credit for another's ideas, words, productions, or other intellectual property without appropriately crediting that individual), or facilitating academic dishonesty (knowingly helping or attempting to help another to commit an act of academic dishonesty). If a scholar is caught cheating, plagiarizing, or

facilitating academic dishonesty, he or she will face consequences as determined by the Paul PCS Code of Conduct Policy.

Academic Probation--High School

After each advisory progress report, any student failing two or more courses is placed on academic probation. While on academic probation: (1) teachers will send all communications to families; (2) students must participate in Active Credit/Grade Recovery; 3) students may be required to enter into an academic contract and/or academic success tracker; and (4) students will be not be allowed to participate in extended day activities including athletics, until their grades improve (measured after 4 weeks of C or better grades). Progress monitoring of students on academic probation will occur at least once a month.

Middle School

Course Trajectory

	<i>Sixth Grade</i>	<i>Seventh Grade</i>	<i>Eighth Grade</i>
Year-Long Courses	Math 6 English Language Arts Geography Earth Science	Math 7 English Language Arts Ancient Civilizations Life Science	Math 8 and/or Algebra I English Language Arts U.S. History Physical Science
Electives* <i>*These courses are semester long. Scholars will take 2 courses each semester.</i>	African Drumming Visual Arts Global Citizenship Physical Education & Health Math Workshop Reading Workshop	African Drumming Visual Arts World Language Physical Education & Health Math Workshop Reading Workshop	African Drumming Visual Arts World Language Spanish I Physical Education & Health Math Workshop Reading Workshop

Examinations

Paul PCS students take a series of exams each year to assess their academic progress. By law, students who attend public charter schools in the District of Columbia are required to take the same annual assessment tests as all public school students. Students in the District take the Partnership for Assessment of Readiness for College and Careers (PARCC) in mathematics and English language arts/literacy in grades 6 through 8, and DC science and health/physical education assessments in grade 8.

All students in Middle School will take the Northwest Evaluation Association's (NWEA) Measurement of Academic Progress (MAP) assessment three times throughout the school year. This assessment is a computer adaptive test that provides students with a raw score in reading and mathematics that can be compared to students across the country. This score will be used to determine reading and math performance levels. Additionally, the exams are used to guide instruction and placement into ELA or Math Workshop. Student performance levels are closely monitored and interventions are adjusted as needed to reflect changes in student performance.

Throughout each unit of study in the Middle School, students are required to take Unit Assessments (Social Studies and Science) and Mid-Advisory Assessments (Math/ELA). These assessments cover the instructional content that has been presented in each unit (approximately every 3-4 weeks). These Assessments are standard across grade levels and specific to content areas. In addition, towards the end of each advisory period, students will take Interim Assessments in Reading and Math. The purpose of the Unit Assessments and Interim Assessments is to gauge progress of student learning and mastery of content in order to inform adjustments necessary in planning and instruction.

For semester-long courses, students take final exams or complete a performance assessment at the end of the semester to determine mastery of key skills in the course.

For year-long courses, students will take final exams aligned with curriculum standards and cover material that has been taught in class over the last quarter. Students must successfully complete these exams before promotion to the next grade level. Final exam grades will be included in the second advisory (for semester courses) or the fourth advisory (for year-long courses) calculation.

Grade Reporting

Grades are based on a standard, 4.0 grade point average scale. Letter grades are issued quarterly for all courses.

Letter Grade	Numerical Grade	Grade Point Value
A	100-90	4.00
B	89-80	3.00
C	79-70	2.00
F	69 and below	0.00

Note: Paul PCS does not believe a passing grade should be given for below-average work. Therefore, because the letter grade D is typically defined as below-average work and, accordingly indicates a lack of proficiency in the subject area, neither Paul PCS's Middle School nor Paul International High School use the letter grade D. Thus, the lowest passing grade we honor is a C which connotes that the student has demonstrated mastery of the basic standards.

GRADING WEIGHTS FOR ALL CLASSES OTHER THAN WORKSHOPS		WORKSHOP GRADING WEIGHTS																									
<table><tr><th>Categories</th><th>Weighting</th></tr><tr><td>Projects/Essays/Labs</td><td>25%</td></tr><tr><td>Quarterly Interim Assessments, Unit Tests, Mid-Advisory Assessments</td><td>25%</td></tr><tr><td>Weekly Formative Assessments</td><td>20%</td></tr><tr><td>Homework</td><td>5%</td></tr><tr><td>Classwork</td><td>20%</td></tr><tr><td>Final Exam</td><td>5%</td></tr></table>	Categories	Weighting	Projects/Essays/Labs	25%	Quarterly Interim Assessments, Unit Tests, Mid-Advisory Assessments	25%	Weekly Formative Assessments	20%	Homework	5%	Classwork	20%	Final Exam	5%		<table><tr><th>Categories</th><th>Weighting</th></tr><tr><td>Assessments</td><td>30%</td></tr><tr><td>Classwork/Participation (independent reading or independent practice)</td><td>20%</td></tr><tr><td>Daily Work</td><td>20%</td></tr><tr><td>Read 180, Wilson, or Math 180 Software Performance</td><td>30%</td></tr></table>	Categories	Weighting	Assessments	30%	Classwork/Participation (independent reading or independent practice)	20%	Daily Work	20%	Read 180, Wilson, or Math 180 Software Performance	30%	
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Final Grades-Middle School

The final grades for year-long courses (**English Language Arts (ELA), Math, Social Studies and Science**) are an average of the grades received in all four advisories. A student must earn a final grade greater than or equal to 70% to pass the course for the year.

The final grades for semester-long courses (**Electives and World Language**) are an average of the two advisories within the semester. A student must earn a final grade greater than or equal to 70% to pass the course for the year.

Final Cumulative Course Grade is calculated with the following weights:

Advisory 1- 25%

Advisory 2-25%

Advisory 3-25%

Advisory 4-25%

Academic Dishonesty

Paul PCS expects all of its scholars to work hard and to perform to their best of their abilities. To this end, it does not tolerate academic dishonesty including, but not limited to cheating (copying from others' homework, papers, exams, tests, or quizzes), grade changing, plagiarism (attempting to take credit for another's ideas, words, productions, or other intellectual property without appropriately crediting that individual), or facilitating academic dishonesty (knowingly helping or attempting to help another to commit an act of academic dishonesty). If a scholar is caught cheating, plagiarizing, or

facilitating academic dishonesty, he or she will face consequences as determined by the Paul PCS Code of Conduct Policy.

Academic Probation--Middle School

After each advisory progress report, any student **failing two or more courses** is placed on academic probation. While on academic probation: (1) all communications from the teacher to the student will be sent to families, (2) a parent/guardian meeting will be scheduled, (3) students must attend mandatory homework center (HWC), (4) students may be not be allowed to participate in extended day activities including athletics, until their grades improve, and (5) students may be required to participate in academic sessions outside of the normal school day. Progress monitoring of students on academic probation will occur at least once a month.

Saturday Academy--Middle School

Saturday Academy is an opportunity for Paul Scholars to reflect on appropriate behaviors as well as receive additional time to work on class assignments. Saturday Academy will be held the 2nd Saturday of each month from 9am to 12pm. The Academic Dean and/or Assistant Principal will provide notice to a scholar whether or not he/she must attend based on academic performance. Note: For SY20-21, Saturday Academy has been postponed pending ongoing updates regarding impact of pandemic. Communication will be sent directly to parents/guardians if/when Saturday School resumes.

Grade Level Promotion-Middle School

Students who have successfully passed all of their core academic classes (Mathematics, English Language Arts, Science, and Social Studies) will be promoted to the next grade level. Conversely, students who fail one to two core academic classes will not be promoted to the next grade level unless they complete the failed core course(s) during the summer school program. Students who fail more than two core courses will be retained and will be required to repeat the entire grade level unless they have successfully completed an approved academic summer program. ***Note: 8th Grade students who must pass two or fewer courses for summer school to be promoted, may participate in the 8th Grade Promotion Exercises. However, official promotion to the 9th Grade will be dependent upon successfully passing summer school courses.***

Summer School--Middle School

Summer School courses will be offered for scholars who need course grade recovery opportunities. Scholars will be permitted to take a maximum of 2 courses per summer. Students required to attend summer school may not miss more than two days. Three absences will result in the student not meeting the standards for the course, thus failing the course and being recommended for retention.

EXTENDED DAY PROGRAMS

The mission and purpose of our extended day program, which includes all clubs and activities, is to provide engaging and enriching activities that will help your Middle School or PIHS scholar discover her or his talents and improve on skills needed to be well-rounded, college prepared and globally competent. Scholars will be able to showcase their talents by participating in various culminating school-wide functions with the goal of informing parents and guardians of those skills and experiences learned and acquired from the activities.

Program Benefits:

- Exposes your child to various skills and trades
- Enables your child to explore possible activities not covered during the instructional day
- Facilitated by dedicated teaching staff at no additional cost to families
- Provides a well-structured environment for your child during after school hours
- Builds positive relationships between students and staff in a safe and nurturing environment
- Targets the school's core values: Achievement, Addressing the Needs of the Whole-Child, Collaboration, Community, Diversity, and Responsibility

Through the Extended Day Program, scholars can have a quiet place to study and work, the time to develop special skills and interests, and the chance to explore meaningful relationship with peers, teachers and other adults. These 21st-century skills give our scholars an advantage as they continue to develop an understanding of themselves as ambassadors of their communities. Therefore, our programs are designed to expand students' knowledge of the activities in which they are enrolled and to build a greater interest in new activities and experiences.

Each year, clubs and activities may vary. Please see the Extended Day packet (distributed at Back-to-School Night) or view the website for detailed information. A student's participation in extended day activities can be suspended due to academic or behavioral status.

ATHLETICS

Scholar-athletes at Paul PCS learn the importance of leadership, thinking critically, building team/community and developing a healthy sense of self. As ambassadors of our school our scholars come to see that participation in competitive sports facilitates understanding of the values of other cultures as well as their own. The athletic program will require of level of accountability from the school, coaches, teachers and students. The initial criteria for participation in the Athletics Program is below:

- Maintain a minimum of GPA of *at least* 2.0 and earn *at least* 200 merit points and stay in good behavioral standing
- Attend all practices and games
- Undergo an annual physical examination by his or her own physician or medical professional
- Submit all required documents and waivers signed by parent(s) or guardian(s)

FIELD TRIPS

**** Note that due to COVID-19, we will not be taking field trips until further notice or guidance has been given to do so safely. If field trips are reinstated, the below expectations will apply. ****

Teachers are encouraged to use the resources of the city and surrounding areas to enhance learning by organizing field trips. Student participation in field trips is mandatory except in cases where student conduct is not acceptable or the signed permission of a parent or guardian has not been received. Teachers will distribute permission slips to students for field trips at least 7 days before the scheduled trip. Students are expected to return their permission slips at least 2 days prior to the day of a trip. If a student does not return his/her permission slip 2 days prior, a Paul PCS staff member will reach out to the parent/guardian as a reminder.

Only those students who have returned a completed and signed parental or guardian permission slip authorizing them to attend the field trip may participate. ***All Paul PCS Scholars, including students over the age of 18, must have parental or guardian consent to attend a field trip.***

Note: At the school's sole discretion, a parent/guardian chaperone may be required as a condition for allowing any student on Social Probation to attend a field trip. If a parent/guardian is not able to accompany such student, the student will not be allowed to attend the field trip.

Paul PCS Scholars Field Trip Expectations:

Scholars will...

- Use the appropriate noise level at all times as directed by the teacher or other Paul staff member in charge.
- Follow all directions given by Paul staff members, including parent chaperone(s)
- Remain with designated group at all times unless permitted by chaperone(s).
- Be respectful to all adults whom they encounter.
- Refrain from using inappropriate language or gestures.
- Refrain from any violent behavior, including physical aggression, intimidation, and/or threats.
- Refrain from taking the belongings of a peer and/or other individual(s).

Note: Any student in violation of Paul PCS Scholars expectations will not be permitted to attend the next field trip and/or will receive a suspension at the sole discretion of a school administrator.

It is imperative that Paul PCS students demonstrate their best behavior and conduct when participating in a School field trip. Please remind your scholar that a small group of students can ruin the reputation of the whole school.

STUDENT CULTURE AND BEHAVIOR MANAGEMENT

MIDDLE SCHOOL CHARACTER EDUCATION PROGRAM

Paul Middle School Social Development Program

VISION

SEL at Paul MS is a community of learners including staff, scholars and families who work to foster a safe, caring, empathetic learning environment.

We Learn, We Teach, We Model, We Celebrate our Paul Healthy Habits:

Self-Awareness

Self-Management

Responsible Decision Making

Social Awareness

Relationship Skills

SEL is NOT a Program. It's Our Paul Way of Being!!!!

The staff, scholars, families and all stakeholders at Paul Public Charter Middle School create a safe, caring, and empathetic environment where we respect diversity and communicate openly. Our students and staff acquire and continue to develop the skills necessary to understand and manage emotions, set and achieve goals to ensure we are establishing and maintaining positive relationships and making responsible decisions. We hold each other to high expectations to become the leaders and innovators of the now and the future.

WE LEARN

Social and emotional learning can be understood as a framework of skills and habits that provide lifelong benefit to our scholars. These skills help our students make responsible decisions, become highly self-aware, engage in prosocial interactions with those around them, manage their complex emotions and develop the relationship skills needed to be successful adults. However, we recognize that these skills are not innate; Our students are not born knowing how to “be” in their communities. Rather, social and emotional skills are learned through intentional daily practice. At Paul, we prioritize social and emotional learning as a key component to our students' success, therefore incorporating it into all aspects of school day. You can expect your scholars to learn these skills and habits in various ways:

- a. Completing weekly advisory lessons focused on a specific skill or skill set.
- b. Engaging in weekly community circles discussions in their classrooms.

- c. Practicing skills through their interactions with school staff.
- d. Practicing skills through their interactions with peers.
- e. Completing reflections when appropriate.
- f. Using SLC time to make and manage personal or academic goals.
- g. Completing classroom assignments geared towards social and emotional learning.
- h. Completing community service learning projects throughout the school year.

At Paul, we also recognize that our expectations must reflect the vision and mission of our school. As a result, we have intentionally structured our classrooms, schedules, systems, policies and procedures to welcome every moment as a teachable moment, including those where our scholars may demonstrate a need for additional support. By helping guide students through the social and emotional learning process at every point possible, we provide natural opportunities for them to practice the social and emotional skills needed to become their best selves. *At Paul, social and emotional learning is not just a program, it is a way of being in our community.*

WE TEACH

At Paul, social and emotional learning happens through formal instruction, informal instruction, opportunities to practice, and through intrapersonal reflection. First, families can expect their scholars to receive formal instruction about the five core competencies of SEL: (1) Self awareness, (2) Self management, (3) Responsible decision making, (4) Social awareness, and (5) Relationship skills. Through the use of empirically tested, age appropriate social and emotional learning curriculum, students will learn the vocabulary, foundational skills and habits related to the five core competencies. Each week, grade level teams will focus on a new skill, habit, or set of skills to learn and intentionally practice. Examples of formal learning opportunities might include:

- a. Completing weekly advisory lessons with their homeroom advisors
- b. Completing weekly reflections for SLC preparation
- c. Creating, monitoring and reflecting on personal goals during advisory sessions
- d. Attending and participating in structured community circles
- e. Participating in restorative conferences for themselves or with peers
- f. Completing personal reflections related to disciplinary infractions
- g. Utilizing skills and habits through guided classroom practice: brain breaks, reflection stations in classrooms, mindful minutes, emotional identification, meditation breaks, movement breaks, to name a few.

Students will also have ongoing informal learning opportunities to practice social emotional skills throughout each school day. Examples of informal instruction might include:

- a. Collaborating with peers for group work during classroom instruction
- b. Attending and participating in town hall meetings
- c. Participating in afterschool clubs, activities and organizations with peers
- d. Participating in service learning projects
- e. Participating in the National Junior Honor Society
- f. Participating in peer mediation activities
- g. Activism within their community through engaging in our student government association

- h. Learning and using vocabulary related to social and emotional learning
- i. Accumulating “Scholar M.E.R.I.T dollars” by demonstrating the skills and habits associated with the five core competencies of social and emotional learning
- j. Engaging in and adhering to the policies, procedures and expectations that have been aligned to the five core competencies of social and emotional learning

Finally, families will have the opportunity to reinforce the skills and habits their scholars are learning in school, within their own homes. At Paul, we see families as collaborators in educating the whole child, and firmly believe that we cannot be successful without parent or guardian support. Collaboration with our families is integral to the personal and academic success of our students. Therefore, we prioritize the involvement of our families with our social and emotional learning initiatives. Social emotional learning support within families might include:

- Ongoing communication from grade level teams related to the formal instruction students are receiving about social and emotional learning
- Invitations to participate in after-school workshops specifically geared towards social and emotional development
- Suggestions and tips for reinforcing social and emotional learning at home
- Opportunities and invitations to participate in school-based activities throughout the year
- Home visits through our FELT team
- Supporting the school through active participation in our PAG association

WE MODEL

The mission of Paul PCS is to educate our students and to develop in them the capacity to be responsible citizens, independent thinkers, and leaders.

We expect students to:

- Be **Motivated**
- Be **Educated**
- Be **Responsible**
- Be **Independent**
- Be a **Thinker**

In order to ensure every scholar achieves this mission, we recognize that students must also learn through observation of others, including their observations of the staff members in their community. Social and emotional learning is not just for our students. Rather, it also includes shaping the mindsets, attitudes, beliefs, habits, skills and behaviors of all the members within our school. As a result, our staff is held to a high caliber of standard while working at Paul, and are expected to demonstrate the social and emotional competencies taught to students at all times: (1) Self-Awareness, (2) Self-Management, (3) Responsible Decision Making, (4) Social Awareness, and (5) Relationship Skills. It is because we recognize adult social and emotional learning as a community priority, that we are able to offer staff ongoing training and professional development around effective social and emotional learning. We expect our staff to consistently model the five core competencies we hope to see in our students, demonstrating these competencies through the ways in which staff interacts with one another, the ways in which staff interacts with students and the ways in which staff interacts with

families. Modeling social and emotional learning through attitudes, beliefs, mindsets, interactions and behaviors also includes:

- a. Interacting with students in ways that are aligned to our community expectations, and that demonstrates a firm understanding of the five core competencies of social and emotional learning
- b. Interacting with colleagues in ways that are aligned to our community expectations, and that demonstrates a firm understanding of the five core competencies of social and emotional learning
- c. Incorporating skills and habits of the five core competencies into content planning across all school disciplines, including core content and electives
- d. Providing formal instruction through the social and emotional advisory curriculum
- e. Providing informal instruction through demonstration of the five core competencies
- f. Participating in restorative practices, including restorative conferences and community restoration activities
- g. Engaging in professional development that enhances social and emotional skills
- h. Incorporating social and emotional learning into classroom management and disciplinary approaches to managing student behavior

The Paul Way M.E.R.I.T Matrix:

PAUL PCS Middle School-Wide PBIS Behavior Matrix

What does it mean to perform like a M.E.R.I.T scholar?

Paul PCS Pirate Pride...	Be Motivated	Be Educated	Be Responsible	Be Independent	Be a Thinker
Learning Environment	Be on time Complete your assignments Always try even when a task is hard Earn Merit dollars	Work hard Be scholarly Use common language Use appropriate hand signals	Follow directions the first time given Be on time Be prepared Take accountability for your actions	Make your own decisions Stay focused Stay on task Own YOUR academic success	Ask questions Research the unknown Think outside of the box Practice, practice, practice

Hallways	<p>Be on time</p> <p>Be in your seat when the bell rings</p> <p>Move with urgency</p>	<p>Hands off</p> <p>Always walk</p> <p>Language appropriate</p> <p>Level 1 voices</p> <p>Stay to the right</p>	<p>Hands off</p> <p>Always walk</p> <p>Language appropriate</p> <p>Level 1 voices</p> <p>Stay to the right</p>	<p>Take care of your own business</p> <p>Go directly to your destination</p> <p>Respect personal space</p>	<p>Hands off</p> <p>Always walk</p> <p>Language appropriate</p> <p>Level 1 voices</p> <p>Stay to the right</p>
Cafeteria	<p>Be on time</p> <p>Go directly to your destination</p>	<p>Use level 0-1 voices</p> <p>Use positive language</p> <p>Put trash in bins</p> <p>Go directly to your seat/table</p> <p>Listen to the lunch lead's instructions</p>	<p>Be on time</p> <p>Go directly to your table/seat</p> <p>Put trash in bins</p> <p>Remain in your seat</p> <p>Follow cafeteria rules</p>	<p>Keep your space clean</p> <p>Do the right thing</p> <p>Respect personal space</p>	<p>Follow directions</p> <p>Remember to clean up after yourself</p>
Restroom	<p>Move with urgency to and from the restroom</p> <p>Follow 10/10 rule</p>		<p>Remember to always have a pass</p> <p>Flush and wash hands</p> <p>Make sure that the restroom is as clean when you leave as it was when you arrived</p> <p>Use the restroom during transitions</p> <p>Follow 10/10 rule</p>	<p>Take care of your own business</p> <p>Inform an adult of any misconduct</p> <p>Follow 10/10 rule</p>	<p>Follow 10/10 rule</p> <p>Make sure that the restroom is as clean when you leave as it was when you arrived</p>

Outside Activities	<p>Be active</p> <p>Follow game and activity rules</p>	<p>Follow game and activity rules</p> <p>Keep an eye out of for peers and adults (who may be giving directions)</p>	<p>Clean up trash</p> <p>Follow adult directions</p> <p>Stay on school grounds</p> <p>Be appropriate</p>	<p>Give others privacy</p> <p>Use appropriate voice levels</p> <p>Keep hands, feet, and other objects to self</p>	<p>Follow game and activity rules</p> <p>Allow others a chance to play</p>
Online	<p>Stay fully engaged during the lesson.</p> <p>Actively listen and participate</p> <p>Be on time</p>	<p>Show academic integrity by using appropriate sites and following copyright laws</p> <p>Own YOUR academic success</p>	<p>Follow virtual classroom norms</p> <p>Be prepared for class</p> <p>Handle equipment with care</p>	<p>Communicate issues and concerns ie; academic, cyber-bullying and technical issues</p> <p>Ensure you are checking you student emails throughout the day for communication from your teachers and or Admin.</p>	<p>Do research using multiple appropriate and reliable sources</p>
Metro	<p>Get on and off promptly</p> <p>Have Kids Ride Free Card or fare ready before boarding</p> <p>Follow transportation authority's instructions</p>	<p>Know where you are going or ASK for help</p> <p>Know the rules</p> <p>Be aware of your surroundings</p>	<p>Remain seated</p> <p>Use Level 1 voices</p> <p>Keep belongings with you</p>	<p>Use manners</p> <p>Keep hands, feet, and other objects to self</p> <p>Follow Metro rules and regulations</p>	<p>Know where you are going or ASK for help</p> <p>Remove yourself from situations and people that are causing trouble</p>
Community	<p>Go directly to your destination</p> <p>Use manners</p> <p>Keep hands, feet, and other objects to self</p>	<p>Reflect before acting</p> <p>Remember that you are representing your family and school community</p>	<p>Use appropriate language</p> <p>Remove yourself from situations and people that are causing trouble</p>	<p>Use appropriate language</p> <p>Remove yourself from situations and people that are causing trouble</p>	<p>Reflect before acting</p> <p>Remember that you are representing your family and school community</p>

Auditorium	Hands off	Hands off	Hands off	Hands off	Hands off
	Always walk	Always walk	Always walk	Always walk	Always walk
	Language appropriate	Language appropriate	Language appropriate	Language appropriate	Language appropriate
	Level 1 voices	Level 1 voices	Level 1 voices	Level 1 voices	Level 1 voices

WE CELEBRATE

Scholar M.E.R.I.T Dollars. Scholar M.E.R.I.T dollars are dispersed throughout the day to scholars for demonstrating positive behavior in and out of the community (i.e field trip decorum). All Paul PCS stakeholders are eligible to reward students with Scholar M.E.R.I.T dollars for positive choices (by either doing it themselves or informing a teacher). Scholars can earn Scholar M.E.R.I.T dollars various ways in school such as showing exemplary behavior in the classroom, hallways, during lunch, before and after school. M.E.R.I.T dollars earned **will not be used as a form of disciplinary action**. However, at the discretion of an Administrator, a scholar's access to the school store will be restricted if he/she sustains multiple referrals within an academic week.

Below is a chart that outlines, some ways students can earn Scholar M.E.R.I.T Dollars

\$1	\$5	\$10	\$20
Demonstrating M.E.R.I.T behavior in the classroom	Helping out a peer	Demonstrating M.E.R.I.T behavior during a major disruption/incident	Assisting staff during a major disruption/incident
Demonstrating exemplary H.A.L.L.S behavior	Volunteering to help a staff member. (e.g., Lunch duty, after school, special projects, etc.)	Showing significant behavioral growth	Reporting bullying behavior
Being in full uniform	Attending an extended day activity	*Submitting conduct logs, adhering to contract, etc.	Showing significant academic growth.

Scholars will receive a list of how they can earn M.E.R.I.T dollars during the first week of school. M.E.R.I.T dollars can be used for various incentives and opportunities including:


- Field Trips

- School Dances
- School Store Purchases
- Monthly Celebrations
- Dress-Down Days

Biweekly Paychecks/Behavior Reports:

Scholars will receive their paychecks Bi-weekly. The paycheck is necessary to gain access into the school store as the school store will be open periodically through the month. The M.E.R.I.T dollar paycheck will provide scholars with important data on how and where they are earning M.E.R.I.T dollars in addition if they have received a referral. Scholars are encouraged to share the behavior report with parents/guardians, so that all stakeholders can have insight on how their scholar is making progress and or is in need of some additional support socially and academically.

Bi-weekly paycheck example



Monthly Report
Paul Middle School
June

D Bartelle
6th Grade

Referral Details

Referrals this Month: 1		
Date	Logged By	Referral Category
6/28/20	Ms. Bartelle	Level 1: Cell Phone Violation (first time)

Attendance

Absences		Tardies	
This Month	This Year	This Month	This Year
0	0	0	0

Behavior Summary

This Month's Scholar Dollars	Total Scholar Dollars Earned This Year
\$329	\$329

Most Common Scholar Dollars
Participating in Peer mediation that de-escalates (7 times, 140 points)
Scholar of the Week (1 time, 25 points)
Perfect Attendance (Monthly) (1 time, 25 points)

Grades and Class Attendance

Course	Grade	Class Absences		Class Tardies	
		This Month	This Year	This Month	This Year

WE HOLD EACH OTHER ACCOUNTABLE

At Paul PCS, we have established multiple proactive supports that will help teach and reinforce expected appropriate behavior from our scholars. Even with consistent implementation of school-wide practices, scholars will still make behavioral errors and poor choices. The Code of Conduct Policy outlines how the

school will respond to those behaviors that are not aligned with our mission of being *Motivated, Educated, Responsible, Independent* and a *Thinker*.

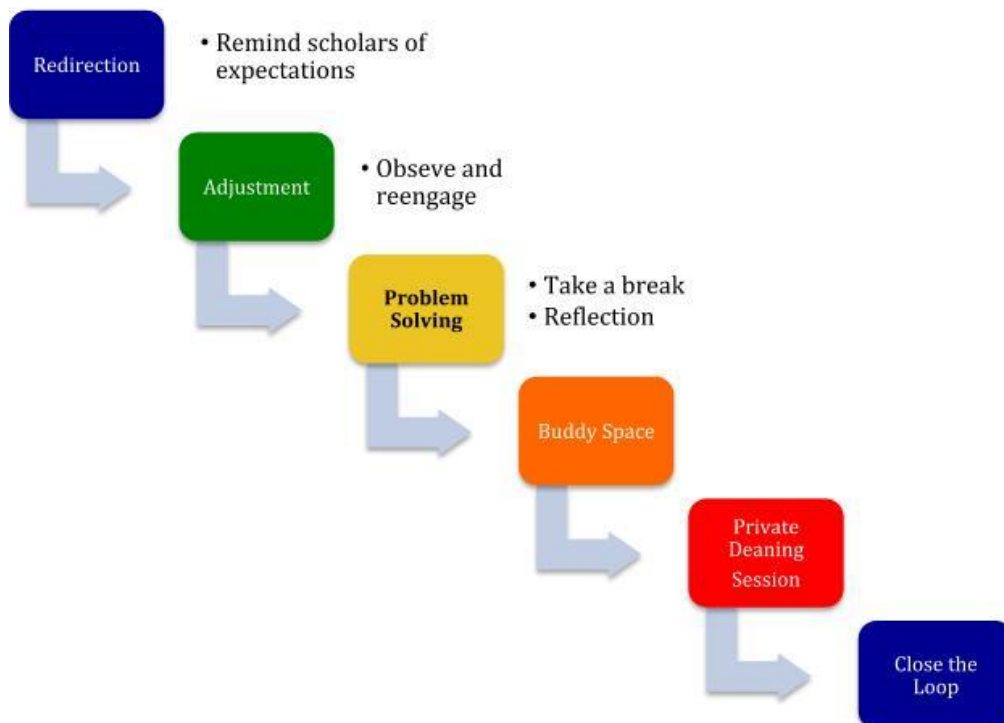
There are four levels of inappropriate behavior outlined in the Code of Conduct (See Code of Conduct Policy) for leveled infraction and consequences.

The first step is identifying the Level of the infraction and providing on the spot redirection to prevent any further infractions.

The second step is to determine if the behavior should be managed by the teacher/staff member or by an administrator. In our school-wide system, teachers are expected to manage their own classrooms and students using a management plan and to use this plan to address and support minor disruptions and behavior problems in the class. The goal of the plan is to address negative behaviors in a way that promotes restitution and allows the student to remain in the learning environment (as long as safety is not a concern).

Below is the Hierarchy of Responses (in the building and virtually) which is used to help make sure all scholars are treated fairly when disturbances and conflict arise. This ensures that we as stakeholders do our best job to make sure that restitution takes place as quickly as possible and the scholar is welcomed back in the learning environment.

The Paul Way Ladder: Hierarchy of Responses



DISTANCE LEARNING CLASSROOM INTERVENTIONS AND RESPONSES	
BEHAVIORS	LEVELS OF INTERVENTION AND RESPONSES
<ul style="list-style-type: none"> • Disruptiveness that distracts student learning (consistent talking at the wrong time, calling out, making disruptive noise, etc) • Inappropriate dress- Pajamas, no shirt, etc... • Leaving class(hangout) and not returning • Mis-use of platform- Kicking teacher off/ Music during class • Sleeping/lounging in class and/or off task behaviors • Plagiarizing work from the internet • Unpreparedness • Gossiping • Inappropriate tone or attitude • Non-performance or refusing to do work • Lateness • Minor harassment (name calling, not repeated) • Profanity • Inappropriate language and/or gestures • Non-verbal disrespect 	<p>1st Step: Teacher Strategies:</p> <ul style="list-style-type: none"> • Verbal reminder • Verbal redirection • Loss of privilege <p>2nd Step: Conversation with student w/reflection time in Independent/Reflection area.</p> <p>3rd Step: Correspondence with parent</p> <ul style="list-style-type: none"> • Logged in Deans List <p>4th Step: Issue detention based on the infraction</p>

Detention. After school detention is held on Wednesday's, Thursday's, and Friday's (Virtually) for 30 minutes. In some instances, students may earn lunch detention with a teacher or staff member for a level 1 infraction. Scholars who are assigned an after school detention (A.S.D.) or lunch detention (L.D.), will receive communication via Dean's list, informing parents of the infraction with the day and time the consequence will be served. Scholars who are assigned an A.S.D will be picked up by a designated staff member during the last five minutes of the school day and escorted to a designated class. If scholars are assigned multiple detentions in a day or miss/skip detention, they may be assigned an extended detention on Friday's, which will be as stated earlier, virtual. If a scholar does not successfully serve detention, they may receive additional consequences as deemed necessary by the Dean of Students or other Administrators.

During distance learning, detention will be structured differently if a scholar has sustained an ASD consequence. The scholar will promptly receive an email invitation to join one of the administrators, deans and/or teacher after all classes have ended. During that time all parties will explicitly explain what events took place and discuss proactive ways to restore the damage caused so learning can continue. Next the issuing teacher will receive an email of the findings. If the scholar misses detention

another invite will go out to the scholar along with their parent/guardian making both parties aware that it is required to attend a virtual detention.

Social Probation. Any student who has committed a violation of the Code of Conduct (Level II or higher infraction) may be placed on Social Probation. Students who are on Social Probation will have restricted access to activities, which may include extended day activities and field trips. The specific terms of the Social Probation will be set forth in a Social Probation Contract. Scholars on Social Probation who accumulate five Level II referrals or two Level III referrals may be monitored carefully by Instructional and Student Services staff with a social support contract and tracker. If such monitoring is initiated, the student's parent(s)/guardian(s) will be contacted and required to attend a mandatory meeting to discuss other interventions that can be implemented to promote their child's success at Paul PCS.

- A support tracker monitors a student's daily behavior in each of his/her classes and serves the purpose of tracking negative behavior and teaching positive behavior. As well as celebrating improvement
- Support trackers may be individualized if a student's behavior continues to violate Paul PCS expectations. Students who are placed on Social Probation may be required to attend various character-building classes or training and restorative activities. These activities are designed to teach and promote social and community responsibility and may occur periodically throughout the school year.

In accordance with Paul PCS's policy, students may be recommended for expulsion if they receive a Level IV violation or violate another major school policy. In some cases, students who repeatedly incur Level III infractions outlined in the Code of Conduct and are unsuccessful in earning their way off Social Probation, may be placed on a Pre-Expulsion Contract. In this case, a student's parent(s)/guardian(s) will be contacted to attend a mandatory meeting to discuss further interventions that can be implemented to promote their child's success at Paul PCS. At this meeting, a Pre-Expulsion Contract setting forth interventions that will be put in place to support the student will be reviewed with the student and family. Approximately 4-6 weeks later, the school will assess the student's progress in earning M.E.R.I.T dollars, reducing the number of Level II and higher infractions and meeting the goals set forth in the Pre-Expulsion Contract. If the scholar makes behavioral progress, the Pre-Expulsion Contract may be canceled, and no further disciplinary action taken. If progress does not occur or is poor, staff may make a formal recommendation for expulsion of the student.

The duration of Social Probation or a Pre-Expulsion Contract the respective conditions will be determined individually for each student by the school administration. Social Probation is a serious status that may lead to severe consequences.

Students on Social Probation or a Pre-Expulsion Contract **CAN** lose the following privileges:

1. Participation in any school-sponsored extracurricular activities, including:
 - a. Interscholastic athletic competitions
 - b. Intramural athletic competitions
 - c. Cheerleading
 - d. Student Government Association (SGA)
 - e. After-school clubs, competitions, etc.
 - f. Out-of-school community service
 - g. Field trips (Teachers will provide alternate assignments when necessary.)

2. Participation in any special school-sponsored functions and/or activities, including:
 - a. Dress-down/casual days
 - b. School cookouts, fun days, etc.
 - c. Classroom parties
 - d. School parties and dances
 - e. School plays, recitals and/or performances
 - f. Talent Shows
 - g. Fashion Shows

***ALL** students begin the school year with zero M.E.R.I.T dollars. They accumulate M.E.R.I.T dollars based on meeting behavior expectations and academic success as the year progresses.

Steps within the Process:

- If the student meets the stated expectations of his or her Social Probation Contract, the Dean of Students, or a designee, will review it and the student will be removed from Social Probation.
- If the student fails to meet the stated expectations of the Social Probation Contract, the school may take further action including a Pre-Expulsion Contract and subsequent recommendation for expulsion.

WE RESTORE

A significant portion of the ***Paul Way of Being*** includes using restorative practices to provide student support when an offense has been committed. Restorative Practices is defined as a schoolwide approach to community conflict that is used to teach the social and emotional skills necessary for students to be productive members of their schools' community. We believe all members of our community are important. Therefore, we work actively using the restorative model to ensure every student remains engaged. We acknowledge that the school community is a representation of our larger external community, and that our school is a space in which our scholars have the opportunity to learn and practice skills essential to their broader success. It is also a way for scholars to understand their position as community members whose actions have a direct impact on their peers and their community at large. Through the use of Restorative Practices, students are afforded the opportunity to restore any intentional or unintentional harm that is done to their community as a result of their actions. By guiding a process that prioritizes accountability, reflection, and restorative action, our scholars learn to be responsible and productive school community members.

The Restorative Practices model has several key components, however, the following four are some components you should expect to see used throughout the school year on campus:

- (1) The Restorative Conference
- (2) The Community Restoration
- (3) Community Circles
- (4) Parent Support and Engagement

The Restorative Conference

A restorative conference is a structured meeting that occurs when a scholar's behavior requires removal from the learning community. The identified student(s) involved in the incident, parent(s), support staff and (or) other school members are invited to attend. Typically, the process is guided by a facilitator from the school. The goal of this meeting is to identify the harm caused to the school community, and discuss ways in which the offending student(s) can restore that harm. The restorative conference is not a replacement for a disciplinary consequence. Rather, restorative conferences are intended to help students learn from their actions, identify their needs for support, advocate for themselves, and reintegrate back into their community following disruption or harm. Depending on the actions, the student may still receive a disciplinary consequence in addition to a restorative conference.

Community Restoration

A large part of the restorative process includes participating in community restoration. One of the goals of the restorative conference includes identifying ways in which scholars involved can restore any harm done to their community. Once a restorative conference has taken place, students may engage in community restoration. These activities might include: research/reflection presentation, public apologies or direct restoration of damages done to their community or community members. Students share their learning via a visual, verbal, or artistic presentation during community meetings. The public apology involves writing a note of apology and reading it during a community meeting such as the grade level Town Hall, school assembly, or Board of Trustees meeting. The goal of community restoration is to assist the student in learning that damages done to their community should be repaired. It is a learning opportunity for scholars to internalize the thoughts, beliefs and actions the Paul community espouses.

Restorative Practices In the Classroom

Throughout the year, scholars will have the opportunity to use the community restoration model to engage in meaningful classroom conversations on various topics related to social emotional learning, social justice, current events, and to provide feedback on their individual school experiences. Through the restorative model, these community circles empower student voice and provide opportunities for our students to become active stakeholders in their school community. Community circles are safe spaces for reflection and expression, and become important opportunities for school staff to build more meaningful relationships with their students. By empowering the student voice through social and emotional learning, in collaboration with the restorative model, we hope to create a school community that values self-advocacy, critical thinking, and community partnership.

Restorative Practices and Parent Support

Parents can support their scholars' learning process by attending restorative conferences, parent teacher meetings, and by providing at-home support so that their students remain engaged community members. Throughout the year, parents will receive communication home regarding social emotional learning skills, parent workshops, and opportunities for parents to participate in PAG. Through the use of restorative practices, parents can engage their students in meaningful conversations regarding outcomes of behavior, the importance of choice, and the importance of learning resiliency.

PIHS Character Education Program

HIGH SCHOOL VISION

At Paul International High School, we believe in serving the needs of the whole child. Children must feel healthy, safe, engaged, supported, and challenged in order to thrive in both school and life. Therefore, we have built a Character Education Program that ensures that these needs of students are met through practicing school-wide expectations, celebrating student successes, assigning consequences for actions and behaviors that do not meet school-wide expectations, and providing opportunities for restoration after a student has wronged their community. Through a comprehensive approach to school culture and student discipline, students are empowered to focus on personal learning and growth and the betterment of the entire community.

The high school Character Education Program is built on these four core ideas:

- We teach.
- We celebrate.
- We hold each other accountable.
- We restore.

WE TEACH

We engage a number of proactive strategies to prevent negative behaviors and promote positive behaviors in the Paul PCS community. Students in each grade level partake in a “First Week of School” course of study that introduces them to the Paul PCS expectations. **Expectations** are actions and behaviors that we require students to demonstrate in our community. Through explicitly teaching and practicing rules, routines, and procedures and reviewing these expectations after breaks and at the beginning of each new quarter, students are constantly exposed to and reminded of the expectations for them as students. Furthermore, students receive relevant consequences when they do not meet those expectations and are rewarded when they exceed them.

Our expectations of behavior are built around our mission. We expect students to demonstrate the tenets of M.E.R.I.T. scholarship:

- Be Motivated
- Be Educated
- Be Responsible
- Be Independent
- Be a Thinker

WE CELEBRATE

The MERIT Scholar

Paul International High School believes that students must meet general behavioral expectations and that students should be rewarded when they demonstrate the qualities of being a Merit Scholar through the Positive Behavior Interventions and Supports. A Merit Scholar demonstrates the following behaviors:

- Motivated
- Engaged
- Responsible
- Independent Thinker

Students who demonstrate qualities of a MERIT scholar will be rewarded through the receipt of MERIT Points with our online behavior platform. MERIT Points will be tracked and kept in an online “bank” for each student. MERIT Points can be used to purchase items at the School Store.

Paul PCS teaches its scholars to be M.E.R.I.T Scholars. A **M.E.R.I.T** Scholar is **M**otivated, **E**ducated, **R**esponsible, and an **I**ndependent **T**hinker. We have designed a Character Education Program that provides a framework for model behavior, which is supported by a system of “Merit Money”. Each month, incentives are offered to encourage our scholars to exhibit positive character traits such as citizenship, self-discipline, responsibility, perseverance, courage, and loyalty. Scholars who exhibit positive traits are publicly recognized in community meetings. Scholars may also earn additional incentives, including MERIT money, participation in off-campus excursions, dances, social mixers, movies and games, and other activities chosen by scholars. This system helps our scholars understand that their actions have consequences, whether positive or negative, which will impact their futures. We believe that academic excellence and character development are critical to ensuring that our scholars thrive. The challenge to each scholar is to internalize this model and learn to be guided from within rather than from faculty and staff. We believe that this holistic approach to education rounds out the young learner for success in secondary and higher education.

M Motivated	E Educated	R Responsible	I T Independent Thinker
<ul style="list-style-type: none"> • Sets high expectations • Maintains an attitude of success • Committed to learning and maintains a “growth mindset” • Persistent & determined 	<ul style="list-style-type: none"> • Puts forth maximum effort • Listens Well • Acknowledges mistakes and works to improve • Monitors academic progress • Seeks assistance when needed • Displays Leadership qualities • Completes assignments 	<ul style="list-style-type: none"> • Correct Uniform • On Time • Awesome Attendance • Prepared with Supplies • Follows school rules • Mature • 	<ul style="list-style-type: none"> • Isn’t easily influenced by peers to participate in negative behaviors • Proactive • Aware of Strengths • Works well independently • Accomplishes task set for them • Self-Starter • Stays Focus

Paul International High School scholars will receive MERIT dollars for displaying any trait listed above (Merit dollar/money). There is no maximum amount of MERIT Money a scholar can receive. Scholars will receive a MERIT Monthly Statements which informs the scholar of how much MERIT Money is in their accounts. During the monthly Town Hall Meetings, scholars will be informed of the various activities and specials events they are able to participate in with their **M.E.R.I.T Money**.

WE HOLD EACH OTHER ACCOUNTABLE

We have a number of proactive supports in place that will help teach and reinforce appropriate behavior expected from students. Even with consistent implementation of school-wide practices, students will make behavioral errors. The Code of Conduct Policy outlines how the school will respond to behaviors that are not aligned with our mission of being *Motivated, Educated, Responsible, Independent* and a *Thinker*.

The first step is identifying the Level of inappropriate behavior. We have four levels of inappropriate behavior outlined in the Code of Conduct. See Code of Conduct Policy for leveled infractions and consequences.

The second step is to determine if the behavior should be managed by the teacher/staff member or by an Administrator. In our school-wide system, teachers are expected to manage their own classrooms and students using a management plan and use this plan to address and support minor disruptions and behavior problems in the class. The goal of the plan is to address negative behaviors in a way that promotes teaching (of the appropriate behavior) and allows the student to remain in the learning environment unless safety is a concern.

Detention. Detention will held Monday - Thursday for scholars who receive any Level 3 infraction (Dean's List); Marked Tardy for Class; and/or any behavior deemed by an administrator. Detention will be held daily beginning at 3:55pm and ending at 4:30pm. Students assigned to detention are required to report to the designated room within 5 minutes of being dismissed at the end of the school day. Students who are learning virtually for the day will also be required to sign-on to the link provided by the administrator in order to serve their detention. If a student fails to successfully serve their assigned detention, he/she will receive an additional consequence as deemed appropriate by the Dean of Students or another administrator.

Social Probation. Any student who has committed violations of the Code of Conduct (Level II or higher) may be placed on Social Probation pursuant to a Social Probation Contract.. Students who are on Social Probation will have restricted access to activities, which may include extended day activities and field trips. Students on Social Probation who accumulate five Level II referrals or two Level III referrals may be monitored carefully by Instructional and Student Services staff with a behavior contract or behavior tracker. In this case, a student's parent(s)/guardian(s) will be contacted to attend a mandatory parent meeting to discuss other interventions that can be implemented to promote their child's success at Paul PCS.

- A behavior tracker monitors a student's daily behavior in each of his/her classes and serves the purpose of tracking negative behavior and teaching positive behavior.
- Behavior trackers may be individualized if a student's behavior continues to violate Paul PCS expectations. Students who are placed on Social Probation may be required to attend various character-building classes or trainings, restorative activities, mandatory Saturday Academy and/or other mandatory character development activities within or outside of the regular school day. These activities are designed to teach and promote social and community responsibility and may occur periodically throughout the school year.

Students may be recommended for expulsion if they earn Level IV violations or they violate other major school policies. In some cases students who are repeatedly violating Level III infractions outlined in the Code of Conduct and are unsuccessful in earning their way off Social Probation, may be placed on a Pre-Expulsion Contract. In this case, a student's parent(s)/guardian(s) will be contacted to attend a mandatory meeting to discuss further interventions that can be implemented to promote their child's success at Paul PCS. At this meeting, a Pre-Expulsion Contract setting forth the interventions that will be put in place to support the student and goals for the student, including increasing MERIT dollars earned and reducing the amount of Level II and higher infractions will be reviewed with the student and family. The school will assess the student's progress in meeting such goals in approximately 4-6 weeks. If progress is good, the school may cancel the Contract and take no further disciplinary action. If progress is poor, the school may make a formal recommendation for expulsion.

The duration of Social Probation or a Pre-Expulsion Contract and the respective conditions will be determined individually for each student by the school administration. Social Probation is a serious status that could lead to severe consequences.

Students on Social Probation lose the following privileges:

1. Participation in any school-sponsored extracurricular activities, including:
 - Interscholastic athletic competitions
 - Intramural athletic competitions
 - Cheerleading
 - Student Government Association (SGA)
 - After-school clubs, competitions, etc.
 - Out-of-school community service
 - Field trips (Teachers will provide alternate assignments when necessary.)
2. Participation in any special school-sponsored functions and/or activities, including:
 - Dress-down/casual days
 - School cookouts, fun days, etc.
 - Classroom parties
 - School plays, recitals and/or performances
 - Talent Shows
 - Fashion Shows

***ALL** students begin the school year with zero MERIT dollars and have the opportunity to accumulate these dollars based on their behavior as the year progresses.

Steps within the Process:

1. If the student meets the stated expectations of the Social Probation Contract, the Dean of Students, or a designee, will review it and the student will be removed from Social Probation.
2. If the student fails to meet the stated expectations of the Social Probation Contract, further action may be taken, which may include a Pre-Expulsion Contract and subsequent staff recommendation for expulsion.

WE RESTORE

Restoration is used when students commit an act that has caused harm to the Paul PCS community. Our community encompasses the larger external community in which we are located, and the internal school community in which our scholars interact when they attend Paul PCS. To foster the character development of our scholars, we provide opportunities for them to repair damage done to the community as a result of their violation of rules and expectations.

Our restorative justice model has four categories: The first category is the restorative conference in which scholars who require removal from the learning community or are involved in an act in the larger community reflect upon their actions, take personal responsibility for their choices and actions, and identify actions to take to prevent further harmful actions in our community. Key school administrators, support staff, parents, community stakeholders, and scholars attend the conferences.

The second category of the model requires community restoration. Students engage the school community and/or members of the larger community in a manner that demonstrates understanding and a commitment to improving the culture and climate in the community. Examples of community restoration may include research/reflection presentation, public apologies or direct restoration of damages. Student reflection presentations are projects that demonstrate a student's increased awareness of the impact of the actions that he or she took upon members of the community. Students share their learning via a visual, verbal, or artistic presentation during community meetings. The public apology involves writing a note of apology and reading it during a community meeting such as the grade level Town Hall, school assembly, or Board of Trustees meeting.

The third category of the model is community engagement. Scholars will be assigned activities to become engaged in contributing to the operations of the community. Students may be assigned to work to support the operations of the Paul Store, IT Department, community garden, or marketing and recruitment events (Family Fun Fest, Open House tours and recruitment). Students may also be assigned to volunteer to serve with a community based project or event with community partners. Examples may include performing community cleanup or tutoring other students.

The fourth category is community education and action. Students will be assigned to participate in the evening program after school to research special topics of health and wellness, plan and implement school wide activities and events. Participation in community education and action can range from one week to an advisory.

THE PAUL WAY

The Paul Way is our approach to ensuring common expectations, routines and procedures are taught to students and shared with all stakeholders. It is important that our students and staff experience safe and systemic movement throughout the building; responsible and respectful communication with one another; and classroom instruction that is engaging and rigorous. Paul PCS is intentional in teaching all aspects of school culture through planned lessons that will be taught uniformly to students throughout the school year. A complete description of The Paul Way will be shared with students and families during student orientation at the start of the school year, which will address our physical and virtual school community.

STUDENT SUPPORT

COUNSELING AND SOCIAL WORKER SUPPORT

Each grade level has an assigned school counselor who is responsible for supporting students with academic, behavioral and social/emotional issues. As part of our intervention model, school counselors may provide services to any student on their grade level. In addition to classroom teachers, school counselors are the primary advocates for students. School counselors meet individually and in groups with students to monitor and counsel students on their current academic performance and guide students as they make post-secondary plans. These services may be rendered in the form of check-ins, individual and group counseling, large classroom lessons and family sessions. School counselors meet with students as needed to discuss a range of topics important to the whole child.

We also have social workers in each school who primarily support our special education students to ensure that their behavioral goals are met. These services may include individual and group counseling as well as push-in support in classes. In addition, our social workers may be used to provide crisis intervention to all scholars as needed.

Socio-emotional support can be provided to students who are engaged in distant learning. Paul PCS provides tele-health services on an as needed basis to ensure that students with counseling needs receive necessary services.

SPECIAL EDUCATION AT PAUL PCS

Paul PCS believes that all students, including those with disabilities, can achieve at high levels. We are committed to ensuring that our students receive exceptional instruction in the least restrictive environment. Based on this commitment, we provide an array of support services in the general education setting to ensure that our students with Individualized Education Plans (IEPs) remain in that setting and are only removed when absolutely necessary to ensure their learning needs are met. Our special education program is designed to provide access to our students with disabilities through IEPs and 504 plans.

As of July 1, 2017, Paul PCS became its own local education agency (LEA) for Special Education, which means that we are responsible for all aspects of Special Education, including testing, classifying, and providing services to students with disabilities. The Special Education team includes a variety of skilled professionals including but not limited to inclusion teachers, social workers, speech-language pathologists, occupational therapists, and a school psychologist. These team members collaborate with general education teachers, English Learner teachers, and each other to provide students with disabilities the necessary instructional environment, tools, and support to benefit from their special education program and to access the general education curriculum.

The top priorities of Paul PCS's Special Education Program are:

- To identify students with disabilities through a rigorous and timely referral, evaluation, and eligibility process; and
- To provide exemplary services to students with disabilities so that they may meet their IEP goals.

Special education services can be provided for students in distance learning. Paul PCS works diligently to ensure that students with Individual Education Plans (IEP) receive special education services in conjunction with general education services to the greatest extent.

MANIFESTATION DETERMINATION PROCESS FOR STUDENT WITH DISABILITIES

If we take a disciplinary action with respect to a student who has an IEP which results in a change in where the student receives instruction (i.e., a change in placement) for more than 10 consecutive or cumulative school days in a school year because he/she engaged in behavior that violated any Paul PCS rule or code of conduct, we will notify the student's parent(s) or guardian(s) on the date on which the decision to take that action is made. We will set up a meeting at the earliest date feasible for the school's special education team (IEP Team) and such parent(s) or guardian(s) to determine whether there is a relationship between the student's disability and the behavior related to the disciplinary action.

A representative of the LEA, the student's parent(s) or guardian(s), and other relevant members of the IEP Team will make this determination during the manifestation review by considering whether:

- The conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or
- The conduct in question was the direct result of the LEA's failure to implement the IEP.

When must the IEP Team consider a behavior as a manifestation of the student's disability?

If the LEA representative, the parent(s) or guardian(s), and relevant members of the IEP Team determine that either the conduct in question was:

- Caused by, or had a direct and substantial relationship to, the child's disability; or
- The direct result of the district's failure to implement the IEP.

When must the IEP Team determine that the behavior of the child was not a manifestation of such child's disability?

If the LEA representative, the parent(s) and guardian(s), and relevant members of the IEP Team determine that either the conduct in question was not:

- Caused by, or had a direct and substantial relationship to, the child's disability; or
- The direct result of the local educational agency's failure to implement the IEP.

What happens if the manifestation review team determines that the student's misbehavior was a manifestation of his or her disability?

The IEP Team shall:

- Conduct a functional behavioral assessment, and implement a behavioral intervention plan for such student, if the LEA had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- Review any behavioral intervention plan put in place by the LEA before the change in placement and modify it, as necessary, to address such behavior; and
- Return the student to the placement from which he or she was removed, unless the parent(s) or guardian(s) and the LEA agree to a change of placement as part of the modification of the behavioral intervention plan.

What happens if the manifestation review determines that the student's misbehavior was not a manifestation of their disability?

- The relevant disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner in which they would be applied to students without disabilities.
- If the school initiates disciplinary procedures applicable to all students, the school shall ensure that the special education and disciplinary records of the students with a disability are transmitted for consideration by the person or persons making the final determination regarding the disciplinary action.

What actions must occur after the manifestation review?

- If the student's behavior is determined to be a manifestation of his or her disability, the IEP Team will review and revise the IEP, as appropriate and initiate a Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP).
- If the student's behavior is determined not to be a manifestation of his or her disability, disciplinary action may be taken, but the school must continue to make Free Appropriate Public Education available to the student.
- If the school (LEA representative or IEP Team) believes that maintaining the current placement of the student is substantially likely to result in injury to the student or to others, and if the parent(s) or guardian(s) do not agree, the parent(s) or guardian(s) may exercise their right to request a hearing before a Hearing Officer.

What decisions may the Hearing Officer make when an appeal is made?

- Return a student with a disability to the placement from which the student was removed; or
- Order a change in placement for the student with a disability to an appropriate alternative interim educational setting for not more than 45 school days if the Hearing Officer determines that maintaining the current placement of such student is substantially likely to result in injury to the student or to others.

Where is the student placed during the appeal process?

When parent(s) or guardian(s) request a hearing regarding a disciplinary action or to challenge the interim alternative educational setting, the student shall:

- Remain in the interim alternative educational setting pending the decision of the Hearing Officer or until the expiration of the 45-day time period whichever occurs first, unless the parent(s) or guardian(s) and the LEA Representative agree otherwise.

If you have questions about our Special Education Services, please contact our Assistant Director of Student Support Services, Ms. Kristin Bellamy-Lloyd at kbellamy-lloyd@paulcharter.org.

ENGLISH LANGUAGE LEARNERS SUPPORT

Paul PCS provides quality instructional language assistance to students who are identified as English Learners. Our program model is designed to meet individual student needs and to ensure that English Learners are held to the same high standards as students who are native English speakers. The English Learner Instructional model combines three approaches: Sheltered Content Instruction, Inclusion, and English Language Development classes. In its English Language Development classes, Paul PCS uses the English language Development (ELD) standards created by the World-Class Instructional Design and Assessment (WIDA) Consortium.

The mission of our English Learner Program is to ensure that all English Learners develop the linguistic, cognitive, cultural, and self-concept skills to participate fully and successfully both academically and socially at Paul PCS and beyond. The English Learner Program is equally committed to creating a safe and positive environment that respects, understands, and celebrates all the different languages and cultures represented in our community.

The English Learner team is responsible for and committed to providing English Learner services that are both adequate and appropriate. This is achieved by careful screening and close monitoring of all English Learners. The language development of English Learner students is the responsibility of both the English Learner teachers and general education teachers. The English Learner Team provides the specific following services:

- Support general education teachers in determining educational goals and learning outcomes for English Learners.
- Support general education teachers with curriculum materials and instruction (based on the WIDA English Language Proficiency Standards) in how to teach the four components of English Learner literacy: Speaking, Reading, Writing, Listening.
- Provide direct instruction, based on the WIDA English Language Proficiency Standards, through ELD course offerings.
- Collaborate with general education teachers to interpret state, local, and classroom assessments and help teachers structure their instruction to support language and academic growth as identified through these assessments.
- Provide general education teachers with background information on the emotional and social needs of students and families, especially students who have experienced interrupted formal education due to trauma.

If you have questions about our English Learner Services, please contact our Manager of EL Compliance and Instruction, Ms. Lea Gonzalez at lgonzalez@paulcharter.org.

STUDENTS WITH 504 PLANS

Supporting Student with 504 Plans

Under Section 504 of the Rehabilitation Act ("Section 504"), some students with disabilities are entitled to accommodations to ensure that they are able to access grade level curriculum. Section 504 of the U.S. Rehabilitation Act of 1973 is designed to help parents of students with physical or mental impairments work with school staff to develop customized educational plans. These 504 plans legally ensure that students will be treated fairly at school. The goal of 504 plans is for students to be educated in regular classrooms by providing them with the services and accommodations that allow them to access grade level curriculum.

Students who have 504 plans, and participate in distance learning can be provided with services to Paul PCS' greatest extent. If you believe that your child could benefit from a 504 plan, please contact your Student Support Coordinator.

- Melanie Chavez (Middle School - 6th-8th grades) - mchavez@paulcharter.org
- Aireen Samson (High School - 9th-11th grades) - asamson@paulcharter.org
- Manisha Brooks (High School 12th grade) - mbrooks@paulcharter.org

PAUL PCS POLICIES AND PROCEDURES

Paul Public Charter School

Policies and Procedures

STUDENT RECORDS RELEASE AND ACCESS POLICY

1. Policy Statement:
Paul PCS safeguards and monitors access to all student records to protect our students' right to privacy.
2. Overview:
The purpose of this policy is to establish procedures to monitor access to and release of student records and to safeguard students' right to privacy and parent/guardian rights to access. As records are kept indefinitely, it is critical that parents and students know that even after graduation or withdrawal, only authorized persons may have access to a student's records. Authorized persons means the parent or legal guardian of the student, the principal of the school where the student is enrolled, the assistant principals of the school where the student is enrolled, registrars, special education directors and coordinators, college and guidance counselors, English Language Learner coordinators, teachers, related service providers, Paul network leaders, and other Paul PCS personnel authorized by applicable District of Columbia law or by a written document signed by the students' parent or guardian. An authorized person who wishes to see records of a student must submit a request to the Data and Admissions Coordinator and sign a log that discloses the name of the requesting person, the purpose of the request, and the time and date of the request. The foregoing procedures do not apply to parent(s) or guardian(s) requesting records of their child's academic performance (e.g., a report card, standardized testing results, etc.). They may make such requests from the front office of the school in which their child is enrolled.
3. Policy Guidance:
 - A. Release of Student Information
 1. Paul PCS's Chief Executive Officer (CEO) or her or his designee is responsible for ensuring that procedures for releasing student information complies with the provisions of all DC laws and regulations.
 2. No Paul PCS employee shall release the name of a student to the Paul PCS Parent Action Group or other parent group without the express written permission of the student's parent(s) or guardian(s).
 3. Parents and guardians may request in writing submitted to the CEO or her or his designee that information relating to their student not be released to any outside individuals, groups, or agencies. The CEO and her or his designee shall abide by such requests unless compelled by law to release such information.

3. Any outside individuals, groups, or agencies seeking student information must submit a request to the CEO or her/his designee.
4. The CEO or her/his designee is responsible for securing a signed statement from any such individuals, groups, or agencies which:
 - a. States the purpose for which the information will be used;
 - b. Promises that information will not be rented, sold, or otherwise made available to any other group or used for any other purpose; and
 - c. Accepts responsibility for payment of Paul PCS's costs for copying or producing the requested information.

B. Parent(s)/Guardian(s) Rights to Access

1. Except in cases where the school has been advised by court order or decree that a student's parent(s) or guardian(s) does not have legal authority with respect to such student, Paul PCS shall permit parents, guardians and/or authorized persons to inspect and review any education records related to their children. The right of parents and guardians to inspect and review education records includes the right:
 - a. To receive a response to reasonable requests for explanations and interpretations of any record;
 - b. To request that the school provide copies of the records containing the information sought; and
 - c. To have a representative inspect and review such records.
2. The School shall keep a record of every person who receives access to a student's educational records, including such person's name, date of access, and the purpose for which the person is authorized to use the records.
3. Authorized requesting parties must:
 - a. If an agency, identify himself/herself, the agency worked for and the relationship of the agency to the student's family;
 - b. Provide valid positive identification; and
 - c. If authorized by a parent or guardian, provide written evidence of his or her authorization from the parent or guardian (i.e., notice from the parent or guardian with his or her signature and parent or guardian contact information).
4. If any education record includes information on more than one child, the parent(s)/guardian(s) and/or authorized representatives of those children have the right to inspect and review the information related to their child and to be informed of the request for that information.
5. A parent or guardian who believes that information in the education records collected, maintained or used is inaccurate, misleading and/or violates the

privacy or other rights of the child may request that the school amend the information.

- a. The CEO or her or his designee shall decide whether to amend the information in accordance with the request within a reasonable period of time of receipt of the request.
- b. If the request is refused, the principal of the school where the student is enrolled or her or his designee shall inform the parent or guardian of the refusal and advise the parent or guardian of the right to an administrative hearing, to be conducted by a Board of Trustees Member.
- c. If it is decided that the information IS inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, the school shall amend the information accordingly and so inform the parent or guardian in writing.
- d. If it is decided that the information is NOT inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, the school shall so inform the parent or guardian of his or her right to place in the records maintained on the child a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the school.

6. Any explanation placed in the records of the child must:
 - a. be maintained by the school as a part of the records of the child as long as the record or contested portion is maintained by the school; and
 - b. If the records of the child or the contested portion is disclosed by the school to any party, the explanation must also be disclosed to the party.

Comprehensive FERPA Notification of Rights

The Family Educational Rights and Privacy Act (FERPA) affords parents, guardians, 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:

1. The right to inspect and review the student's education records within 45 days after the day Paul PCS receives a request for access.

Parents, guardians or eligible students who wish to inspect their child's or their education records shall submit to the School's Principal or Admissions Coordinator 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.
2. 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.

Parents or eligible students who wish to amend their child's or their education record shall write the school's Principal or Admissions Coordinator, clearly identify the part of the record they want to be amended, and explain why it

should be amended. If the school decides not to amend the record as requested by the parent, guardian or eligible student, the school shall notify the parent, guardian 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, guardian or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from a student's education records, except to the extent that FERPA authorizes disclosure without such consent.

FERPA permits disclosure of PII to any Paul PCS school official who has a legitimate educational interest. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's annual notification for FERPA rights. A school official typically includes 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's Board of Trustees. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or 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 typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request by officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer, Paul PCS may disclose a student's education records without consent of the parent(s), guardian(s) or eligible student.

4. Parents, guardians, and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Paul PCS 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 secondary schools may make without consent. FERPA permits the disclosure of PII from students' education records, without consent of the parent, guardian 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, guardians 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 parent(s), guardian(s) or the eligible student –

- To other school officials, including teachers, within the LEA 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)(3) 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 (SEA) in the parent's, guardian's, or eligible student's State. 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, if applicable requirements are met. (§§ 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 for such purposes as 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, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parent(s) or guardian(s) 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 if applicable requirements are met. (§ 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” if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student’s case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

Notice to Opt Out of Directory Information

Paul Public Charter School has designated the following information as directory information:

- Student name
- Grade
- School/Homeroom
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Parent/guardian name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Honors and awards received
- Date of birth
- Dates of attendance

If you do not want Paul PCS to disclose any of the above-listed directory information about your child, please contact your students Principal to opt out no later than September 19, 2019, otherwise you do not have to take any action. If you do not notify us we will assume you are giving permission.

HOMework AND LATE-WORK POLICY

1. Policy Statement: All students will be graded based on the categories listed in the “Grading Weights” section. All students are expected to meet the deadlines specified by their classroom teachers for homework submission, projects, and presentations.

2. Overview:

High School - Students will earn a grade in every credit-bearing course in which they are enrolled which reflects the student’s level of effort and level of mastery of the content and skills achieved. All students must take the final exam in the course, regardless of their course grade prior to the exam (*NOTE: Upon a teacher’s recommendation and an Administrator’s approval, students who have earned a 90 or above over the course of the year may be exempted from the final exam in a course.)

Middle School - Students will earn a grade in every course in which they are enrolled, which reflects the level of the student’s effort and level of mastery of the content and skills achieved. All students are required to take final exams in all courses. Final exam grades will be included in the second advisory (for semester courses) or the fourth advisory (for year-long courses) calculation.

3. Policy Guidance:

A. Homework Policy - Homework is an important aspect of school work at Paul PCS because it helps students prepare for class and amplifies concepts learned in class. For this reason, no late homework will be accepted unless the student has a documented excused absence. If homework is not submitted the day it is due, scholars will earn a 0 in the gradebook for that assignment. Students with an excused absence have two days after the last day of the excused absence to turn in homework assignments that were due on the day of any excused absence. Parents or guardian of students with excused, long-term absences may make alternative arrangements with their students’ grade level administrator. Parents and guardians are asked to monitor homework nightly. Note: At Paul Middle School, each student maintains an agenda/resource book, used to record daily work for each course. Parents and guardians are requested to sign the resource book daily/weekly to indicate that schoolwork is being reviewed at home. If concerns about homework arise, parents and guardians should contact the teacher directly (by email or telephone).

B. Late-Work Policy - The purpose of all major assignments/projects is to give students an opportunity to practice concepts they have learned or to amplify concepts learned. Students are expected to submit all work on time. If a student does not meet a deadline (as extended pursuant to the Make-up Work Policy below, if applicable), the final grade on the

assignment is reduced by one letter grade each day the assignment is late. If the assignment is not submitted within four days after the due date, the student will earn an “F” on the assignment. This policy applies to all in class assignments, projects, essays and all other long-term homework assignments (i.e. those assignments that are not due at the next class period.)

C. Make-Up Work Policy - We want students to learn and to take responsibility for their school work. It is the student’s responsibility to request his or her work from each subject area teacher on the day he or she returns to school following an excused absence. Students have three days to complete their assignments (including class notes, handouts, and any other academic work that was missed for each excused day that they were absent. Students exceeding five consecutive days of excused absences must see their teachers to create make-up work plans. This is the responsibility of the student with the oversight of parent(s)/guardian(s). No credit will be given if the student fails to meet the requirements set forth in the plan unless the student requests, and the teacher in his or her sole discretion, agrees to adjust the plan.

D. Assignments During Breaks - During the extended breaks, students will have homework assignments or projects that complement and reinforce what they are learning in class. This work is designed to assist students in improving their grades and expanding their learning experiences. Parents and guardians are asked to supervise these assignments or projects and join in the fun of learning. All assignments given prior to the break must be completed and submitted to the appropriate teacher by the due date assigned by the teacher.

Paul Public Charter School
Policies and Procedures
CODE OF CONDUCT POLICY

1. Policy Statement:

Subject to compliance with all federal regulations under the Individuals with Disabilities Education Act (IDEA), it is the policy of Paul PCS that students be acknowledged for appropriate behavior and sanctioned for inappropriate behavior that occurs while students are attending school onsite or virtually.

2. Overview:

Paul PCS maintains high standards of conduct both in and outside of school (this includes the virtual environment). We recognize that the adolescent years are a time of transition when children are expected to learn that to make wise decisions one must think through the consequences of their conduct carefully.

The purpose of Paul PCS's Code of Conduct is to give students guidelines and clear expectations that will reinforce good decision-making skills, as well as the use of sound judgment and basic reasoning in their day to day activities.

The Code of Conduct guides students in making informed and responsible choices and provides a foundation on which students can build respect for themselves and others. It also helps us create a culture in which students have the opportunity to focus on achieving academic and social success and to understand the norms that will be expected of them as they mature and become responsible citizens.

All adult members of the Paul PCS family are also expected to adhere to the components of the Code of Conduct and work together to support and enforce Paul PCS's goals.

4. Jurisdiction:

While the provisions of this policy purport to control, regulate, or establish standards for the actions, behavior, or activities of students of Paul PCS—including Paul Middle School and PIHS—those provisions shall be enforceable by school authorities, both during regularly scheduled school hours as well as at such other times and places including, but not necessarily limited to, the following:

- When the student is on school grounds;
- When the student is on or off school grounds participating in or attending any function or activity (including field trips, class trips, or athletic contests) that are sponsored by Paul PCS;
- When the student is traveling on public transportation and the activity involves any conduct prohibited by DC Law, including from the time students leave home to come to school until the time they return home; and
- When the student commits a prohibited offense that occurs outside of school hours (with emphasis on infractions Level III or greater, to include during the summer, whether or not a student is enrolled in Paul PCS's Summer School Program).
- When the student is in the virtual learning environment

Bar Notices

A bar notice is a civil tool that is used to prevent individuals from entering private property. Paul PCS reserves the right to issue a bar notice that may prohibit a scholar and/or members of his or her family from entering Paul PCS's property, if the administration concludes that such access creates an unacceptable safety risk for students and/or staff.

5. Policy Guidance:

A. STUDENT RESPONSIBILITIES

Students are expected to abide by all of the rules, regulations and standards of Paul PCS at all times. Specifically, students MUST:

- Abide by the Code of Conduct Policy as provided to the student and their family.
- Refrain from inappropriate and/or disruptive behavior at all times.
- Accept responsibility for their behavior.
- Respect themselves and all other individuals in the School at all times.
- Meet academic expectations in the classroom.

B. PARENT/GUARDIAN RESPONSIBILITIES

Parents/Guardians are expected to:

- Adhere to, support, and abide by the rules and regulations of the School, and to hold their children accountable to the same.
- Adhere to the School's attendance policy which requires all students of the Middle School and PIHS to be present daily, unless absence is appropriately excused.
- Communicate with teachers to stay informed of their child's academic program and progress.
- Alert the School to any specific problems or concerns that develop.
- Notify the school of changes with contact information, which includes phone number and address.
- Participate in activities in the School.
- Take an active part in the parent component of the School.

C. TEACHER/STAFF RESPONSIBILITIES

Teachers and staff are expected to:

- Implement the mission and philosophy of Paul PCS.
- Model the behaviors and performance standards expected of Paul PCS students.
- Foster a learning environment and fulfill the professional obligations required by their positions.
- Keep open lines of communication with students and parents/guardians.
- Be friendly to students and their families and cooperative at all times.

D. INFRACTIONS AND PENALTIES:

Level I: Behaviors that occur in the community that can be managed by the teacher or staff member that is witness to the behavior.

- Chewing gum/eating in class
- Cell Phone Violation (first time)
- Copying homework
- Disrupting class (i.e. calling out, excessive talking/laughing)
- Entering locker at wrong time
- Failure to report to mandatory Homework Center
- Failure to turn in signed Behavior Progress Report
- Grooming outside the bathroom
- HALLS violation (poor transition)
- Inappropriate contact/roughhousing
- Inappropriate chat conversations within the virtual classroom environment
- Lying
- Not following directions/instructions from staff member
- On-camera or on-site disruptions
- Profanity (not directed at staff or student(s))
- Refusal to do work
- Sleeping in class
- Tardy (less than 5 minutes late to class)
- Throwing (minor)- (i.e. paper, writing utensils)
- Uniform violation (i.e. no tie, untucked shirt, no belt, inappropriate shirt, etc.)
- Unprepared in class
- Writing or tagging that is not permanent or etched/engraved into school property
- Any behavior or other conduct not specifically enumerated in any other Level that causes minor disruption to the academic environment but does not involve damage to property or harm to self and others.

Middle School Consequences/Interventions:

- Staff member follows the hierarchy of consequences that can include, (1) non-verbal redirection, (2) verbal redirection/seat change/appropriate consequence, (3) reflection/family contact, and (4) write up to be shared with Dean of Students or other administrator.
- Teacher or staff member/student conference
- Counseling/intervention
- Loss of school privileges and a violation of good standing
- School/community work tasks
- Restorative option, as deemed appropriate
- Administrator-led detention (onsite or virtual)
- Teacher-led detention (onsite or virtual)
- Parent meeting (on-site or virtual)

High School Consequences/Interventions:

- Staff member follows the hierarchy of consequences that can include, (1) non-verbal redirection, (2) verbal redirection/seat change/appropriate consequence, (3) reflection/family contact, and (4) write up to be shared with Dean of Students or other administrator.
- Teacher or staff member/student conference
- Counseling/intervention
- Loss of school privileges and a violation of good standing
- School/community work tasks
- Restorative option, as deemed appropriate
- Administrator-led detention (onsite or virtual)
- Teacher-led detention (onsite or virtual)
- Parent meeting (on-site or virtual)

Level II: Behaviors in the community that are more serious in nature that are managed by administrative staff (Dean of Students or designee).

- Academic dishonesty (i.e., cheating on an assessment)
- Actions that are not aligned with the CDC guidelines to ensure safety that may be a challenge for our scholars:
- Failure to Respect social distancing rules
- Failure to practice proper coughing and sneezing etiquette
- Repeatedly failing to report with proper PPE
- Bullying, threatening, or intimidating others verbally, physically, in writing or electronically (first incident)
- By-standing during inappropriate or unsafe behavior (i.e., fighting)
- Cell Phone Violations (2nd Time)
- Creating unsafe/uncomfortable environment among peers
- Failure to attend detention
- Forgery of passes
- Horseplay
- Inappropriate behavior during assemblies/fire drills
- Inappropriate computer/phone/internet usage
- Inappropriate displays of affection
- Inappropriate comments/gestures
- Inappropriate language/profanity directed at staff or student(s)
- Lying or giving misleading information to staff
- Major Uniform Violation (i.e. wrong shoes, pants, or jacket)
- Not following repeated directions/instructions from staff member
- Physical /verbal contact that could lead to a fight /bullying
- Possessing, selling, buying, distributing any unauthorized item (i.e.: snacks)
- Refusal to follow instructions and/or directives from staff

Middle School Consequences/Interventions:

- Dean of Students/Administrator follows a protocol which can include, (1) administrator/security removal, (2) reflection/reset with student, (3) write-up/family contact, (4) assign consequence (Ex. Detention, Saturday Academy, restorative consequence), (5) follow-up meeting with student and impacted staff and/or students.
- Restorative option (as deemed appropriate).
- Short term suspension if the student has willfully caused, attempted to cause, or threatened to cause bodily injury or emotional distress to another person
- In-school suspension
- Parent/guardian conference
- Restorative option as appropriate

Temporary or long-term removal from place-based instruction (virtual learning with no in-class option)

High School Consequences/Interventions:

- Parent/guardian conference
- School Level Detention
- Short-Term, Out-of-School Suspension
- Individual behavior modification plan
- Discipline class
- Disciplinary probation and/or a behavioral contract
- Restorative option, as appropriate
- In-school suspension

Temporary or long-term removal from place-based instruction (virtual learning with no in-class option)

- | | |
|--|--|
| <ul style="list-style-type: none">• Removal from class• Repeated cellular phone violation• Repeated Level I Violations• Unauthorized area without permission/trespassing• Walking out of class | |
|--|--|

Level III: Behaviors that impact the safety of the community and that are managed by administrative staff (Dean of Students, Assistant Principal or designee).

Behavior infractions occur on camera, during instructional hours while on Distance Learning Suspension

- Cell phone Violation (3rd time)
- Cheating (after multiple instances)
- Communicating slurs based on actual or perceived race, color, religion, national origin, sex, age, marital status, family responsibilities, matriculation, political affiliation, genetic information, sexual orientation, disability, source of income, status as a victim of a family offense, or place of residence or business, including derogatory
- Destruction of school property
- Egregious disrespect
- Egregious disrespect of staff
- Excessive defiance
- Extortion
- Falsifying academic documents
- Fighting
- Gambling
- Hazing
- Instigating or inciting violence
- Leaving school without permission
- Making severe physical/verbal threats to staff/peers
- Not reporting to Saturday Detention
- Offensive gestures that are sexual or threatening
- Participating in major disruption
- Pattern of harassment or bullying (including sexual harassment, making threatening remarks, etc.)
- Physical attack (hits, slaps, strikes, spits on another without retaliation)
- Possession of lighter/igniter/matches
- Possession of stink bombs

Middle School Consequences/Interventions:

- Dean of Students/Administrator follows a protocol which can include, (1) administrator/security removal, (2) reflection/reset with student, (3) write-up/family contact, (4) 1 to 10 day suspension (the student has willfully caused, attempted to cause, or threatened to cause bodily injury or emotional distress to another person), (5) mandatory re-entry meeting (with parent, student, and/or impacted staff and/or student(s)).
- Restorative option (as deemed appropriate).
- In-school suspension
- Full suspension (no virtual learning available)
- Temporary or long-term removal from place-based instruction (virtual learning with no in-class option)

High School Consequences/Interventions:

- Intermediate-Term, Out-of-School Suspension and suggested parent/guardian conference
- Restorative option, as appropriate
- Possible recommendation for Long-Term Suspension
- In-school suspension
- Full suspension (no virtual learning available)
- Temporary or long-term removal from place-based instruction (virtual learning with no in-class option)

- Posting or distributing material that is demeaning, humiliating, or damaging to students/staff
- Reckless behavior that could cause harm
- Repeated incidents of bullying/harassment
- Repeated Level I & II violations (excessive/repetitive as deemed by Deans)

Repeated actions that are not aligned with the CDC guidelines to ensure safety that may be a challenge for our scholars:

- Failure to Respect social distancing rules
- Failure to practice proper coughing and sneezing etiquette
- Repeatedly failing to report with proper PPE
- Retaliation on peers
- Sexual harassment (after thorough investigation)
- Skipping class (more than 5 minutes late to class)
- Tampering with outlets, extinguishers, fire alarms, etc.
- Theft (up to \$200)
- Vandalism (\$200-500)
- Any behavior or other conduct not specifically enumerated in any other Level that causes significant disruption to the academic environment or causes harm to self and others.

Level IV: Behaviors that are egregious in nature and seriously impact the safety of the community (including the larger community) and are managed by administrative staff (Principal or designee).

- Arson
- Assault of staff member
- Behaviors that violate CDC guidelines such as intentional coughing, sneezing, and other unwelcome transmission of bodily fluids
- Causing a serious disruption or damage to school's computer systems, electronic files or network
- Contaminating food
- Engaging in a group fight resulting in major injury or participating in "jumping" another student and/or students
- Engaging in sexual acts on school premises or school related functions
- Fighting that results in major injury
- Gang involvement or gang related activity
- Improper relief of bodily waste
- Intentionally causing biohazard
- Lewd or indecent public behavior or sexual misconduct
- Major theft (\$200+)
- Major vandalism (\$500+)
- Possession of weapons (blades, guns, any other weapons that could be used to inflict harm)
- Possession, distribution, or USE of drug paraphernalia, alcohol, or any prescription drugs
- Repeated fighting
- Sexual assault
- Any behavior or other conduct not specifically enumerated in any other Level that causes major disruption to school operation, causes significant harm to self and others, and/or is illegal

Middle School Consequences/Interventions:

- Dean of Students/Administrator follows a protocol that can include, (1) administrator/security removal, (2) reflection/reset with student, (3) write-up/family contact, (4) 5-7 day suspension, (5) recommendation for 8-10 day suspension or expulsion submitted to Director of Schools or designee.
- ***Out of school suspensions and expulsions can only occur if the student has willfully caused, attempted to cause, or threatened to cause bodily injury or emotional distress to another person*
- Restorative option (as deemed appropriate)
- Long-term removal from place-based instruction (virtual learning with no in-class option)

High School Consequences/Interventions:

- Out-of-School Suspension and discipline class
- Long-Term 8-10 Day Suspension
- Restorative option, as appropriate
- Recommendation for Expulsion
- Long-term removal from place-based instruction (virtual learning with no in-class option)

3. EXPULSION

Students will be recommended for expulsion from Paul PCS and referred to the proper authorities for the following offenses all of which are classified as Level IV offenses:

- Tampering with electrical outlets or fire extinguishers
- Arson, starting fires, or playing with igniters
- Possession of explosives on school grounds
- Gang involvement or gang-related activity
- Assaulting a student or staff member
- Lewd or indecent public behavior or sexual misconduct (including groping, disrobing or any other inappropriate touching of a sexual nature)
- Possession, distribution or use of drug paraphernalia, alcohol, marijuana or any drugs/narcotics (over-the-counter, controlled, or illegal) regardless of amount or type
- Possession or use of a weapon of any kind (including, but not limited to air rifles, BB guns, knives, guns, or any other weapons that could be used to inflict harm)
- Sexual assault
- Major Theft (i.e., greater than \$200)
- Fighting that results in major injury
- Causing a serious disruption or damage to school's computer systems, electronic files or network
- Theft or attempted theft using force, coercion, intimidation or threat of violence
- Major vandalism (i.e., damage greater than \$500)
- Bodily injury or emotional distress to another person

Paul will not suspend or expel any students unless the infraction shows that the student willfully caused, attempted to cause, or threatened to cause bodily injury or emotional distress.

F. PARENT CLASSROOM MONITORING

If the corrective efforts of Paul PCS staff and time outside of the classroom have been ineffective to correct a student's behavior, Paul PCS may require parents or guardians to escort and remain with their child in the classroom to ensure that the child's behavior is appropriate and to protect other students' rights to receive quality instruction as a condition of the child's continued enrollment.

G. STUDENT SAFETY AND PHYSICAL INTERVENTION

Paul PCS is not an organization that uses physical intervention as a regular way of ensuring student and staff safety. Appropriate personnel are trained, however, in physical intervention so that, on the rare occasion that physical intervention becomes for the safety and well-being of the child and/or of other

students or adults in the school building, they are equipped to employ it. Paul PCS is committed to using a physical intervention only as a very last resort in an attempt to keep student(s) and staff safe.

H. SHORT-TERM (1-4 Days), INTERMEDIATE-TERM (5-9 Days) OUT-OF-SCHOOL SUSPENSIONS

School Administration may impose a short-term or intermediate term suspension on a student as a consequence of certain inappropriate behaviors. Before imposing a short-term or intermediate-term suspension, the Dean of Students or his/her designee will meet with the student, notify the student of what he/she is accused of doing and the information that the school has to believe that the student engaged in such behavior, and give the student an opportunity to present his/her side of the story or explanation for his/her behavior. The Dean of Students or his/her designee will conduct any investigation necessary to determine what occurred before suspending a student except in the case of an emergency where the safety of the student, other students, or staff is at risk. Short-term and intermediate-term suspensions will be recommended by the Dean of Students and must be approved by the School Principal or his/her designee. Once the decision to suspend has been made and approved, the Dean of Students or his/her designee will contact the student's parent or guardian by telephone on the day that the infraction occurs. In addition, school Administration will notify the parent(s) or guardian(s) in writing that the student has been suspended from school. Such notice shall provide a description of the incident, or incidents, which resulted in the suspension and shall offer the opportunity for a conference with the school Administration.

Only the Dean of Students may recommend short-term suspensions and they must be approved by the School Principal or his/her designee. There is no right of appeal for short-term suspensions. Intermediate-term suspensions may be appealed within 24 hours of the suspension to the Director of Schools by contacting him or her via calling the Office Manager at the school's main number. Nothing in this policy shall prevent the School from immediately removing a student from Paul PCS property and activities when there is a reasonable belief that the student's continued presence may endanger either the health or safety of any individual or the effective operation of the School.

***Note that students may be required to attend school virtually during the suspension period and their attendance will be counted.**

I. LONG-TERM SUSPENSIONS (10 Days)

A student who is determined by school administration to have committed any a Level 4 infraction listed may be subject to a long-term suspension, unless the school Administration determines that an exception should be made based on the circumstance of the incident and the student's disciplinary record. Such a student may also be subject to any of the disciplinary measures outlined elsewhere in this document; referral to law enforcement authorities; and/or expulsion.

Only the Principal may recommend a long-term suspension. Such a recommendation may be made final only after a hearing and determination by a preponderance of the evidence that the student violated the Code of Conduct Policy in a way that warrants long-term suspension. Long-term suspension hearings are presided over by the Director of Schools.

Upon determining that the student's action warrants a possible long-term suspension, the Principal or his or her designee will meet with the student, notify the student of what he/she is accused of doing and the information that the school has to believe that the student engaged in such behavior, and give the student an opportunity to present his/her side of the story or explanation for his/her behavior. The Principal or his or her designee shall immediately notify the student's parent(s) or guardian(s) in writing of any suspension or pending investigation. The school will endeavor to conduct and conclude its investigation within 2-3 business days after the occurrence of the alleged infraction. The School shall give parent(s) and guardian(s) of the student written notice by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 48 hours of the suspension at the parent(s) or guardian(s) last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident, or incidents which resulted in the proposal of a long-term suspension and shall propose two dates for a suspension hearing. The notification and hearing shall be conducted in the dominant language used by the parent(s) or guardians(s). All relevant information will be provided to the parent and student at least 48 hours before the suspension hearing. At the discretion of the Principal or his/her designee, students who are recommended for long-term suspension and awaiting a hearing will not be permitted to return to school or participate in school activities. At the suspension hearing, the Principal or his or her designee will present the information relied on to support the recommendation for the long-term suspension; the student will be given an opportunity to fully respond to that information; the student may present any information that he/she wants the decision maker to consider. The Director of Schools will serve as the impartial decision maker and issue a final decision regarding long-term suspension after considering all of the information presented at the hearing. The final decision will be provided in writing to the parent/guardian within 48 hours of the hearing.

In the event of an incident for which a student is assigned a long term suspension, before the student may resume attending classes, the Director of Schools or her or his designee shall hold a re-entry conference with the student and his parent(s) or guardian(s) to discuss: 1) expectations regarding transitioning back to school; and 2) review of a mandatory Formal Behavior Contract. Attendance by the student and his or her parent(s) or guardian(s) is suggested. If the student violates the provisions of the Formal Behavior Contract, the student will be recommended for expulsion and will not be allowed to re-enroll for the next school year. Paul PCS will follow mandated due process procedures, in accordance with DC and other applicable law, to address any infractions.

J. EXPULSIONS

Students recommended by Paul PCS staff for expulsion shall immediately be placed on out-of-school suspension. The Dean of Students or his or her designee shall immediately notify the student's parent(s) or guardian(s) by telephone and inform them of the reason(s) for the recommendation for expulsion. The School shall also send parent(s) or guardian(s) a copy of the written notice recommending expulsion.

Students who commit any of the following Level IV offenses while on school property or participating in school activities shall automatically be recommended to the CEO for expulsion from Paul PCS :

Tampering with electrical outlets or fire extinguishers;

- Arson, starting fires, or playing with igniters;
- Possession of explosives;
- Gang involvement or gang-related activity;
- Assaulting a student or staff member;
- Possession, distribution or use of drug paraphernalia, alcohol, marijuana or any drugs/narcotics (over-the-counter, controlled, or illegal) regardless of amount or type;
- Possession or use of a weapon of any kind (including, but not limited to air rifles, BB guns, knives, guns, or any other weapons that could be used to inflict harm);
- Lewd or indecent public behavior or sexual misconduct (including groping, disrobing or any other inappropriate touching of a sexual nature);
- Sexual assault;
- Major Theft (i.e., more than \$200);
- Fighting that results in major injury;
- Causing a serious disruption or damage to school's computer systems, electronic files or network;
- Theft or attempted theft using force, coercion, intimidation or threat of violence; or
- Major vandalism (i.e., greater than \$500)

Due to the severity of these Level IV infractions, Paul PCS staff may, in their sole discretion, contact local authorities to report these infractions. Additionally, the Principal may, in her or his sole discretion, recommend for expulsion a student who repeatedly engages in Level III offenses, or has multiple short-term suspensions

K . EXPULSION HEARINGS

Expulsion from Paul PCS will be the last step in a process that aims to correct a student's poor behavioral habits. If a student commits frequent and/or serious infractions, that student's parent(s) or guardian(s) will be notified of the behavioral problems and a conference with the parent(s) or guardian(s) will be requested for purposes of creating an intervention plan designed to correct the student's behavior.

If an intervention plan fails to improve the student's behavior, or if a student commits a Level IV infraction, the Principal may recommend such student for expulsion. Before issuing a recommendation for expulsion, however, the school shall take the following steps to ensure due process:

- The Principal or other school leader (the "School Leader") shall meet with the student, notify the student that a recommendation for expulsion is being considered and why, and give the student an opportunity to present his or her side of the story or explanation for his or her behavior. The School Leader will conduct any investigation necessary to determine what occurred before making a recommendation for expulsion. At the School Leader's sole discretion, a student facing possible recommendation for expulsion may be suspended pending the investigation and recommendation. The school will endeavor to complete the investigation within 3 days after the notice of the recommendation is given to the student.
- The School shall provide written notice of the recommendation for expulsion and basis for that recommendation to the student's parent(s) or guardian(s).

- The School Leader shall notify the student's parent(s) or guardian(s) in writing of any suspension and/or pending investigation. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 48 hours of suspension at the last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident, or incidents, which resulted in the proposal of a long-term suspension and shall propose two dates for the expulsion hearing. The notification and formal conference shall be in the dominant language used by the parent(s) or guardian(s).
- The School shall notify the parent(s) or guardian(s) of the scheduled expulsion recommendation hearing date and time. The expulsion recommendation hearing must be held within ten (10) school days of delivery of the notice of the recommended expulsion to the student's parent(s) or guardian(s).
- The School shall provide a copy of all relevant information to the parent(s) or guardian(s) and student at least 3 days before the expulsion hearing. Students who are recommended for expulsion and awaiting a hearing will not be permitted to return to school or participate in any school activities. At the expulsion hearing, the School Leader will present the information relied on to support the recommendation for expulsion; the student will be given an opportunity to fully respond to that information; and the student may present any information that he or she wants the decision-maker to consider. The Director of Schools shall serve as the impartial decision maker and issue a final decision regarding the recommendation for expulsion after considering all of the information presented at the hearing. The final decision regarding the recommendation shall be provided in writing to the parent(s) and guardian(s) within 72 hours after the hearing concludes.
- Following the expulsion recommendation hearing, the Director of Schools shall make a formal recommendation to the CEO on whether to grant or deny the expulsion. The CEO will review all relevant documentation from the investigation and the hearing before making a final decision to approve the recommendation for expulsion. If the CEO approves the recommendation for expulsion, they will forward it to the Board of Trustees for final approval. The School shall then notify the parent(s) or guardian(s) verbally and in writing and the matter shall be referred to an external hearing officer for a final decision.
- If a parent or guardian and/or the student do not attend the expulsion recommendation hearing, the student shall be deemed to have automatically waived the right to a hearing and the expulsion recommendation will be final.
- A scholar who is expelled may not apply for readmission into Paul PCS.
- When appropriate and feasible, the School will assist an expelled student with arrangements for an involuntary transfer to another school.

Students on suspension pending a hearing are not permitted on the Paul PCS campus to attend school activities or functions and will only be allowed to pick up missed homework and classwork assignments after-school hours by appointment made with the Dean of Students.

Disciplinary Actions Involving Students with Disabilities

All students are expected to adhere to the behavioral expectations outlined in the Paul PCS Code of Conduct. At Paul PCS, our goal is to proactively manage student behavior using a full system of positive behavioral supports. Should a student with a disability engage in behaviors that result in out of school

suspension, our LEA adheres to the following procedural guidelines as described in federal regulations governing the discipline of students with disabilities. Should a student be removed from school for more than 10 days, this immediately constitutes as change of placement which requires a manifestation determination review meeting. Parents and guardians will thus be immediately notified of the change in placement, provided a copy of the procedural safeguards and invited to attend the Manifestation Determination Review:

Manifestation Determination Process for Student with Disabilities

- When a student with a disability engages in a behavior that warrants a 10 consecutive day suspension, or 10 cumulative day suspensions, the Student Support Coordinator will notify the parent/guardian to schedule a Manifestation Determination Review (MDR) meeting. At the MDR meeting, the LEA representative (Special Education Compliance Officer or Director of Student Support Services), the parent, and IEP Team will determine the following:
 - If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.
 - If the conduct in question was caused by or had a direct and substantial relationship to the child's disability.

When must the MDR team consider a behavior as a manifestation of the student's disability?

The MDR team must find a behavior as a manifestation of a student's disability, if the MDR team determines that either the conduct in question was:

- The direct result of the district's failure to implement the IEP. OR
- The conduct was by, or had a direct and substantial relationship to, the child's disability.

When must the MDR team determine that the behavior of the child was not a manifestation of such child's disability?

The MDR team must find a behavior is NOT a manifestation of a student's disability, if the MDR team determines that either the conduct in question was NOT:

- The direct result of the local educational agency's failure to implement the AND
- Caused by, or had a direct and substantial relationship to, the child's disability.

What happens if the MDR team determines that the student's misbehavior was a manifestation of their disability?

- The IEP must be reviewed and revised as appropriate. The team must conduct a functional behavioral assessment, and implement a behavioral intervention plan for such child, provided that the local educational agency had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- In the situation where a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

- Return the child to the placement from which the child was removed, unless the parent and the local educational agency agree to a change of placement as part of the modification of the behavioral intervention plan.

What happens if the MDR team determines that the student's misbehavior was not a manifestation of their disability?

- The relevant disciplinary procedures applicable to children without disabilities may be applied to the child in the same manner in which they would be applied to children without disabilities.
- If the school initiates disciplinary procedures applicable to all children, the school shall ensure that the special education and disciplinary records of the child with a disability are transmitted for consideration by the person or persons making the final determination regarding the disciplinary action.
- The school must continue to make FAPE available to the student. If the school believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, or if the parent does not agree, the parent may exercise their right to request a hearing.

What decisions does the Hearing Officer make when an appeal is made:

- Return a child with a disability to the placement from which the child was removed; or
- Order a change in placement of a child with a disability to an appropriate alternative interim educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

Where is the student placed during the appeals?

- When a parent requests a hearing regarding a disciplinary action or to challenge the interim alternative educational setting, the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period whichever occurs first, unless the parent and the LEA agree otherwise.

BULLYING, SEXUAL HARASSMENT AND INTIMIDATION POLICY

A. PURPOSE- Paul PCS is committed to fostering an environment on Paul PCS's campus and at School activities that is free of bullying, sexual harassment or intimidation all of which are disruptive to learning and can adversely affect academic achievement, emotional well-being, and school climate.

B. DEFINITION Paul PCS, in accordance with the Youth Bullying Prevention Act of 2012, defines "Bullying" as any severe, pervasive, or persistent act or conduct, whether physical, electronic, or verbal that:

1. May be based on a youth's actual or perceived race, color, ethnicity, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, intellectual ability, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intra-family offense, place of residence or business, or any other distinguishing characteristic, or on a youth's association with a person, or group with any person, with one or more of the actual or perceived foregoing characteristics; and
2. Can be reasonably predicted to:
 - a. Place the youth in reasonable fear of physical harm to his or her person or property;
 - b. Cause a substantial detrimental effect on the youth's physical or mental health;
 - c. Substantially interfere with the youth's academic performance or attendance; or
 - d. Substantially interfere with the youth's ability to participate in or benefit from the services, activities, or privileges provided by an agency, educational institution, or grantee.

C. DEFINITION-

Paul PCS prohibits acts of bullying and sexual harassment. Sexual harassment is defined as unwelcome conduct of a sexual nature. Sexual harassment can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment includes sexual violence, which the school defines as physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent. Sexual harassment can be carried out by school employees, students, or third parties.

Bullying and sexual harassment are strictly prohibited on school grounds and immediately adjacent property, at school-sponsored events, on transportation to and from school or school-sponsored events, through use of electronic devices that are the property of the school, and at any location/function not school-related and through personal electronic devices if the bullying creates a hostile environment at school for the victim or witnesses or that materially and substantially disrupt the orderly operation of the school. In determining the appropriate response to students who commit one or more acts of bullying or sexual harassment, School Leaders will consider the following factors: the developmental and maturity levels of the parties involved, the levels of harm, the surrounding circumstances, the nature of the behaviors, past incidences or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Determining whether a particular action or incident constitutes a violation of this policy and the appropriate consequence for violations of this policy from among the consequence detailed in the Code of Conduct Policy will be based on the facts and surrounding circumstances of each violation.

D. PREVENTION AND INTERVENTION

Paul PCS works to prevent and manage bullying of and by our students using the following methods:

- Conducting annual professional development to increase understanding and awareness of the prevalence, causes and consequences of bullying, harassment and intimidation
- Educating staff on research-based strategies on how to prevent bullying in the classroom, as well as how to foster an environment that is inclusive to all people.
- Communicating with families about the prevalence, causes and consequences for bullying.
- Providing support and counseling for victims of bullying to address social-emotional welfare, as well as for those identified as bullies to educate the bully of the long term effects this treatment can have on the victim.
- Providing curriculum regarding bullying and how students can foster an accepting environment and a positive school climate for teaching in homerooms.
- Providing a systematic way for students to communicate anonymously with School Leaders when bullying is taking place in the building, at school activities, or electronically using school equipment.

E. BEHAVIORAL EXPECTATIONS AND RANGE OF CONSEQUENCES

Paul PCS takes bullying seriously. Accordingly, we not only teach better skills to bullies, bystanders and victims, but also provide serious consequences for bullies and those that instigate or standby without offering safe and appropriate support to victims with the aim of correcting the bullying behavior. The goals of our interventions are to both prevent future occurrence of bullying, bully-like behavior, or retaliation as well as to protect and support the target of the bullying.

Paul PCS expects our scholars to behave in a way that supports Paul PCS's intent to provide a safe and welcoming learning environment for all of our students, staff and community members. MERIT Scholars are expected to:

- Treat all members of the Paul PCS community with respect;
- Respect the property of Paul PCS, its staff, and other students connected to Paul PCS;
- Respond appropriately to instructions from all Paul PCS staff.

Students who do not meet these expectations will be held accountable for their actions in accordance with our Code of Conduct Policy. The range in consequences and assigned infraction Levels are diverse in order that we may consider all the details of a bullying incident to include: severity of incident, nature of the incident, developmental ages of the students involved (as targets, bullies or bystanders), and any history of problem behavior from the person exhibiting bullying behavior. Additional or unique consequences to fit a particular situation may be assigned beyond those outlined here as deemed appropriate by school Administration.

Students who are identified as bullies may be required to make apologies or participate in mediations with the students that are identified as victims. Students who are identified as bystanders, those that are contributing to an unsafe environment (i.e. recording, sharing, commenting on, instigating, etc.), will also earn consequences. Decisions around these responses are made on a case-by-case basis, depending on the comfort-level and safety of the victim. Our priority is to create a safe and purposeful learning environment for all students—victims, bystanders and bullies.

F. PROCEDURE FOR REPORTING AND INVESTIGATING BULLYING, SEXUAL HARASSMENT AND INTIMIDATION

1. REPORTING

One of the great challenges that Paul PCS faces in addressing bullying is underreporting. We aim to create an environment in which all stakeholders will feel safe informing school Administrators of concerns that impact student safety. Our School website provides a venue for anonymous reporting of concerns. Anonymous reports may also be filed

or left in the Dean of Students' mailbox. There is a "Feedback" box is located in the counselors' office that encourages students to leave notes regarding concerns that they are experiencing. All of these forums allow students to report concerns anonymously. We provide information to students and staff on all of these ways to report concerns to school officials.

Students are encouraged to share with adults (teachers, support staff or Administrators) whenever they hear of or see bullying or are themselves being bullied. Students can speak confidentially to a Paul PCS staff member or may write a note or incident report and turn it into a counselor or Administrator either openly or anonymously. All reports of bullying received by Paul PCS staff will be forwarded to the Dean of Students or another available School Administrator and will be investigated promptly. (See below for contact information.)

Any Paul PCS employee who witnesses, receives an oral or written account of, or otherwise reasonably suspects the occurrence of, any act constituting harassment, discrimination or bullying must promptly notify the Principal both verbally and in writing. All students, parents and guardians, visitors and others are strongly encouraged to report any such conduct. Retaliation or reprisal by any employee or student against any individual who, in good faith, reports or assists in the investigation of harassment, discrimination or bullying is strictly prohibited and will result in severe discipline.

2. INVESTIGATION

When investigating a case of potential bullying, the School shall question all students who are involved or who may have knowledge of the bullying incident. We will use the information gathered from these investigations to determine consequences and design supports for students who are the victims of bullying. The School will maintain the confidentiality of all information about bullying provided by a student to an adult unless a student is in danger of hurting himself or herself or another person or there are signs that a student is experiencing abuse. We will not share information provided to us by suspected victims unless the suspected victim requests mediation or another intervention by Administrators. We will take all appropriate steps to protect suspected victims of bullying during the course of the investigation process. The individual responsible for conducting the investigation will be responsible for making determinations about confidentiality. Any time a student is feeling bullied or knows of bullying, she or he should contact the nearest adult to make a confidential report as soon as practicable. Likewise, parents or guardians who have concerns about potential or suspected bullying are

encouraged to make a confidential report to the Dean of Students, Asst. Principal or Principal and are asked to support their targeted or bystander children in making a report. This support from parents and guardians is critical in helping us reduce unreported incidents of bullying and thus will contribute to an overall decrease in bullying behavior in our school. The School will contact the parents or guardians of victims and bullies to report the finding of a bullying investigation.

3. APPEAL PROCESS

An appeal process is in place for a person accused of bullying, a target of bullying, and anyone who is not satisfied with the outcome of the initial investigation. A request for an appeal may be submitted by the appellant to the CEO in writing within 30 days of the conclusion of the initial investigation. The CEO will review the relevant information and will initiate a secondary investigation if she or he determines that additional information is needed. The secondary investigation shall be completed within 30 days of receipt of the appeal, unless the CEO determines, in her or his reasonable judgment, that the circumstances require additional time to complete a thorough investigation and sets forth such circumstances in writing shared with the accused. In any event, the investigation shall be concluded within 45 days of receipt of the appeal. When an appeal is filed, the School shall notify the appellant of the right to seek further redress under the Human Rights Act.

4. IMPORTANT CONTACT INFORMATION: The personnel listed below are available to assist any student, parent or guardian, or staff with any questions and/or concerns regarding bullying and/or harassment.

High School Principal- Shalima Olorunoje - solorunoje@paulcharter.org

Middle School Principal- Mrs. Shendrina Walker –
swalker@paulcharter.org

Director of Schools - Ms. Charlotte Spann - cspann@paulcharter.org

Chief Executive Officer - Dr. Tracy Wright - twright@paulcharter.org

G. SUPPORT SERVICES

If a student expresses a desire to discuss an incident of bullying, harassment or intimidation with a staff member or Administrator, such staff member or Administrator shall promptly take steps to provide the student with a safe, private environment to discuss the incident and shall notify the school counselor, social worker, or school psychologist so she or he can address the social-emotional needs of the victim or target, as well as those of the student who is accused of bullying, harassment or intimidation.

The School shall maintain and make readily available to students and families a list of support services that are available to students who are bullied and those who bully within our schools and the community.

H. ANNUAL REVIEW

At the end of each school year, School Leaders will review bullying data in order to assess whether Paul PCS's bully prevention policy needs to be changed in any way. This data will be shared with all stakeholders and their feedback will be solicited to help us continue to improve our policy.

DISCRIMINATION AND HARASSMENT

Paul PCS will not tolerate any type of discrimination or harassment of the School's students or staff based on characteristics protected by local, state or federal law, such as sex, race, color, national origin, religion, age, disability, sexual orientation or marital status (each, a "protected characteristic"). This specifically includes, but is not limited to, sexual harassment.

Regardless of whether the discrimination or harassment in question amounts to a violation of the law, it may amount to a violation of the School's policies.

Unfair discrimination or harassment based on any protected characteristic is absolutely prohibited. Paul PCS will not tolerate exclusion of any student from participation in, subjecting any student to unfair or unequal treatment during, or denial of the benefits of any academic, extracurricular, or other educational program or activity, on the basis of sex, race, color, national origin, religion, age, disability, sexual orientation or marital status. Nor will the School tolerate conduct which has the purpose or effect of unreasonably interfering with a student's education or extracurricular performance, creating an intimidating, hostile, or offensive educational environment, or retaliation against the student for having reported or participated in an investigation of alleged discrimination or harassment based on the student's sex, race, color, national origin, religion, age, disability, sexual orientation or marital status.

Paul PCS's prohibition against unfair discrimination and harassment applies to everyone at the School. The School will not tolerate harassment of students or staff by other students, officers, teachers, volunteers, Board members, or third-parties over whom the School has control. None of the School's employees, officers, Administrators, volunteers, Board members or students is authorized to engage in conduct that amounts to unfair discrimination or harassment. The School's policy is to exercise reasonable care to prevent any unfair discrimination or harassment and, if such misconduct occurs, to investigate and take prompt remedial action – regardless of whom is involved. In cases where Board members or officers are accused of discrimination or harassment, the School will take all reasonable steps to ensure the

fairness and evenhandedness of its investigation and may bring in outside investigators as appropriate.

1. The School's Complaint Procedure

Any student who believes that he or she is being or has been subjected to unfair discrimination or harassment should immediately bring such acts or conduct to the attention of any teacher, counselor, Administrator or officer of the School. This procedure is designed to allow a student to bypass anyone whom the student believes has caused or is responsible for the discrimination or harassment and to allow the presentation of complaints to a teacher, counselor, Administrator or officer with whom the student is comfortable speaking.

Contact Process for Complaints

Step 1:

Middle School Teachers: Shendrina Walker swalker@paulcharter.org

High School Teachers: Shalima Olorunoje solorunoje@paulcharter.org

Operational Staff (Business Office, Tech Staff, etc.): Will Henderson
whenderson@paulcharter.org

SPED and Student Support Staff: Rosee Ragin rragin@paulcharter.org

Step 2:

School Leaders (Deans, Principals, Academic Coaches, etc.): Charlotte Spann
cspann@paulcharter.org

(you may skip this step if your complaint pertains to Operational Staff or Student Support/ SPED staff)

Step 3:

School Directors: Tracy Wright, CEO twright@paulcharter.org

Step 4:

School Concerns that have not been resolved by School Leaders, School Directors, or the Chief Executive Officer:

Erin Albright, Board Chair ealbright@paulcharter.org

2. The School's Response to Complaints

Any teacher, counselor, Administrator or officer of the School who receives or otherwise learns of a complaint of unfair discrimination or harassment shall immediately report the complaint to the CEO or, if the complaint is against the CEO, to any member of the Board of Trustees who, in turn, shall report the complaint to the Chair of the Board of Trustees. Upon receiving a complaint, the CEO or the Board shall conduct or cause to be conducted a prompt and thorough investigation of the allegations. During such investigation, the School will make all reasonable attempts to protect the confidentiality of the complaining student and the investigation process.

3. No Retaliation

The School prohibits retaliation against any person on the basis of such person having complained of unfair discrimination or harassment. All staff and Administrators of the School have been made aware of the prohibition against retaliation. Any student who complains of unfair discrimination or harassment and later believes he or she has been retaliated against for making a complaint should immediately report the suspected retaliation to any teacher, counselor, Administrator or officer of the School. The School will act promptly to ensure compliance with the policy prohibiting retaliation.

Any student found to have violated the unfair discrimination or harassment policy will be subject to disciplinary action pursuant to the Code of Conduct Policy, up to and including the possibility of expulsion. Any officer, teacher, volunteer, Board member, or other employee of the School who is found to have violated the unfair discrimination or harassment policy is subject to disciplinary action as set forth in the School's Personnel Policies and Procedures, up to and including possible termination, separation or discharge from the individual's position with the School. The School shall report any incidents of harassment to the appropriate legal authorities if there is a reasonable suspicion or belief that a student has been subjected to child abuse or neglect.

Charter Board's Calendar

SY 2020-2021

All meetings are open to Paul stakeholders (staff, students, parents, etc.)

August 25, 2020

September 22, 2020

October 27, 2020

January 26, 2021

February 23, 2021

March 23, 2021

April 27, 2021

May 25, 2021

June 22, 2021

**the annual retreat portion of the June meeting is for board members only*

Let this calendar also serve as an assurance that the number of official meetings (9) is no fewer than what is stated in the school's bylaws (8).

PARENT INFORMATION AND TRAINING POLICY

School Safety Omnibus Amendment Act Parent Information and Training Policy

Pursuant to the School Safety Omnibus Amendment Act of 2018 ("School Safety Act"), PCS provides parent information and training as follows:

Student Abuse

At least once a year, PCS provides training and information for parents regarding sexual misconduct, student sexual abuse, and child abuse. The training includes the following:

1. Recognizing and reporting sexual misconduct, student sexual abuse and child abuse;
2. Receiving disclosures of such abuse in a "supportive, appropriate and trauma-informed manner;"
3. Prevention, warning signs and effects of such abuse;
4. "Effective, developmentally-appropriate methods" for discussing such abuse;
5. School and community resources available to assist with the prevention of and response to such abuse.

Student-on-Student Sexual Harassment, Sexual Assault, and Dating Violence

At least once a year, PCS provides students, families and school staff, contractors and volunteers with its Student on Student Sexual Harassment Policy and information about where complaints of sexual harassment, sexual assault and dating violence can be submitted. This policy is also available in the following locations: on the school's website, in the main office, in the school health suite, in the office of the school counselor and/or school social worker, in the office of the Title IX Coordinator and in the parent/student handbooks. PCS also informs students about this policy in a developmentally appropriate manner.

At least once a year, PCS also provides training and information for parents on recognizing the warning signs of student-on-student acts of sexual harassment, sexual assault, and dating violence as well as effective, age appropriate methods for discussing such topics with students. PCS will maintain a record of the following for each training:

- Date of training;
- Substance of training;
- Dates and methods of notifying parents of the training;
- Parent participation at the training.

STUDENT ON STUDENT SEXUAL HARASSMENT

Student on Student Sexual Harassment Policy

Sexual Harassment Prohibited

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

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

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

Definitions

Sexual harassment is defined as any unwelcome or uninvited sexual advances, sexual favors, sexually motivated physical conduct, stalking, or other verbal or physical conduct of a sexual nature that can be reasonably predicted to:

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

Sexual assault is defined as any of the following offenses:

- A. First degree sexual abuse (DC Code 22-3002) - engaging in or causing another person to engage in or submit to a sexual act¹ in the following manner:

¹ "Sexual act" means:

- (A) The penetration, however slight, of the anus or vulva of another by a penis;
- (B) Contact between the mouth and the penis, the mouth and the vulva, or the mouth and the anus; or
- (C) The penetration, however slight, of the anus or vulva by a hand or finger or by any object, with an intent to abuse, humiliate, harass, degrade, or arouse or gratify the sexual desire of any person.
- (D) The emission of semen is not required for the purposes of subparagraphs (A)-(C) of this paragraph.

- a. By using force² against that other person;
 - b. By threatening or placing that other person in reasonable fear that any person will be subjected to death, bodily injury³, or kidnapping;
 - c. After rendering that other person unconscious; or
 - d. After administering to that other person by force or threat of force, or without the knowledge or permission of that other person, a drug, intoxicant, or other similar substance that substantially impairs the ability of that other person to appraise or control his or her conduct.
- B. Second degree sexual abuse (DC Code 22-3003) - engaging in or causing another person to engage in or submit to a sexual act in the following manner:
- a. By threatening or placing that other person in reasonable fear (other than by threatening or placing that other person in reasonable fear that any person will be subjected to death, bodily injury, or kidnapping); or
 - b. Where the person knows or has reason to know that the other person is:
 - i. Incapable of appraising the nature of the conduct;
 - ii. Incapable of declining participation in that sexual act; or
 - iii. Incapable of communicating unwillingness to engage in that sexual act.
- C. Third degree sexual abuse (DC Code 22-3004) – engaging in or causing sexual contact⁴ with or by another person in the following manner:
- a. By using force against that other person;
 - b. By threatening or placing that other person in reasonable fear that any person will be subjected to death, bodily injury, or kidnapping;
 - c. After rendering that person unconscious; or
 - d. After administering to that person by force or threat of force, or without the knowledge or permission of that other person, a drug, intoxicant, or similar substance that substantially impairs the ability of that other person to appraise or control his or her conduct.
- D. Fourth degree sexual abuse (DC Code 22-3005) - engaging in or causing sexual contact with or by another person in the following manner:
- a. By threatening or placing that other person in reasonable fear (other than by threatening or placing that other person in reasonable fear that any person will be subjected to death, bodily injury, or kidnapping); or
 - b. Where the person knows or has reason to know that the other person is:

² "Force" means the use or threatened use of a weapon; the use of such physical strength or violence as is sufficient to overcome, restrain, or injure a person; or the use of a threat of harm sufficient to coerce or compel submission by the victim.

³ "Bodily injury" means injury involving loss or impairment of the function of a bodily member, organ, or mental faculty, or physical disfigurement, disease, sickness, or injury involving significant pain.

⁴ "Sexual contact" means the touching with any clothed or unclothed body part or any object, either directly or through the clothing, of the genitalia, anus, groin, breast, inner thigh, or buttocks of any person with an intent to abuse, humiliate, harass, degrade, or arouse or gratify the sexual desire of any person.

- i. Incapable of appraising the nature of the conduct;
 - ii. Incapable of declining participation in that sexual contact; or
 - iii. Incapable of communicating unwillingness to engage in that sexual contact.
- E. Misdemeanor sexual abuse (DC Code 22-3006) - engaging in a sexual act or sexual contact with another person and who should have knowledge or reason to know that the act was committed without that other person's permission
- F. Attempts to commit sexual offenses (DC Code 22-3018) - attempting to commit any of the above offenses.

Dating violence is defined as abusive or coercive behavior where a dating partner uses threats of, or actually uses, physical, emotional, economic, technological, or sexual abuse to exert power or control over a current or former dating partner⁵.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports any of the above acts, provides information during an investigation of said acts, or witnesses or has reliable information about such acts.

Investigations

Incidents of sexual harassment, sexual assault, or dating violence that [PCS] knows or reasonably should know of will be immediately and promptly investigated by [title of individual responsible for investigations] or a designee. School officials designated to investigate such incidents will receive annual training on issues related to student-on-student acts of sexual harassment, sexual assault and dating violence and how to conduct an investigation that protects the safety of complainants and promotes accountability.

Prior to the investigation of an incident, the [title of individual responsible for investigations] will take steps to ensure the safety of the alleged victim referenced in a reported incident. Once an investigation is concluded, further steps will be taken as needed to interrupt or stop each specific act of sexual harassment, sexual assault or dating violence, prevent its recurrence, and address its effects, regardless of whether the incident is the subject of a criminal investigation.

Reporting Incidents

All staff members are required to report any sexual harassment, sexual assault, or dating violence they witness or are made aware of. Staff members should immediately record all such

⁵ "Dating partner" means any person who is involved in a relationship with another person that is primarily characterized by social interaction of a sexual, romantic, or intimate nature, whether casual, serious, or long-term.

incidents in accordance with school procedures and notify the [title of individual responsible for investigations] or other administrator on duty.

Any student who believes that they have been the target of sexual harassment, sexual assault or dating violence or who is aware of such acts is strongly encouraged to promptly report the matter orally or in writing to [title of individual responsible for investigations] [include contact information – office address, email address and phone number], an administrator, or to any other faculty or staff member or member of [PCS] with whom the student is comfortable speaking. Also, any student who is subject to retaliation in violation of this policy or who knows of another student who has been subject to retaliation is urged to report it as soon as possible.

Anyone else who witnesses or becomes aware of sexual harassment, sexual assault or dating violence is strongly urged to promptly notify the [title of individual responsible for investigations] [include contact information – office address, email address and phone number].

Mandatory Reporting

If PCS becomes aware of a report or allegation of sexual assault or sexual abuse, in addition to conducting its own investigation pursuant to this policy, PCS will also make a referral to CFSA and/or MPD pursuant to mandatory reporting requirements.

Information for Complainants

Upon receipt of a complaint, [PCS] will provide information to complainants about available services and advocacy organizations, about the investigation process, about their rights under Title IX of the Education Amendments of 1972, the District of Columbia Human Rights Act of 1977, and crime victims' rights.

Information for Accused

Upon receipt of a complaint, [PCS] will provide information to the accused about the investigation process.

Investigation

Complaints or reports of acts of sexual harassment, sexual assault or dating violence will be investigated in an adequate, reliable and impartial manner. Each investigation will include, as necessary, interviewing witnesses, obtaining documents and allowing the complainant and accused to present evidence. The complainant and accused will have the same opportunity to have others present on their behalf during any school disciplinary proceeding and to be accompanied to any proceeding by an advisor or advocate of their choice.

Within fifteen (15) school days of receiving a report of sexual harassment, sexual assault or dating violence, the [title of individual responsible for investigations] will conduct the investigation and respond to the parents of the students involved in writing, summarizing the course and outcome of the investigation and identifying an appropriate resolution. If it is determined that sexual harassment, sexual assault or dating violence has occurred, appropriate corrective and remedial action will be taken. [PCS] will make determinations as to whether a reported incident constitutes sexual harassment, sexual assault or dating violence based on all of the facts and circumstances surrounding the incident. [PCS] will use a preponderance of the evidence standard (i.e., more likely than not that sexual harassment, sexual assault or dating violence occurred) when resolving complaints.

Steps will be taken as necessary to protect suspected victims of sexual harassment, sexual assault or dating violence during the course of the investigation process. [PCS] will make every effort to protect confidentiality during the course of the investigation. The individual responsible for conducting the investigation will be responsible for making determinations about confidentiality.

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

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

Appeals

Any party who not satisfied with the outcome of the initial investigation and response from [PCS] may appeal in writing to the [title of who appeals will go to]. Appeals must be made within 30 days of the conclusion of the initial investigation. The secondary investigation shall be completed within 30 days of receipt of an appeal, unless: (1) circumstances require additional time to complete a thorough investigation; (2) the higher-level authority sets forth those circumstances in writing; (3) the additional time is not to exceed 15 days. Upon completion of

the appeal, the complainant, victim and accused will be notified in writing of the outcome of the appeal, any change to the result of the initial investigation and when such results become final.

Counseling and Interventions for Accused Students

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

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

Students and families affected by sexual harassment, sexual assault or dating violence may be eligible for school-based supports. For more information about the availability of such supports, please contact [name and contact info].

Other information and resources available outside of school include:

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

Paul Public Charter School
Policies and Procedures
GANGS AND RELATED ACTIVITY

1. The Policy Statement:

Students are prohibited from being members of gangs or engaging in gang related activities in or around Paul PCS.

2. Policy Guidance:

1. Definition of “Gang” – A “Gang” means a group that identifies itself through the use of a name, distinct appearance or language, including hand signs, the claiming of geographical territory or the espousing of a distinct belief system that frequently results in unlawful activity.
2. Definition of “Gang Activity” - Gang activity includes, but is not limited to:
 - a. Wearing, possessing, using, distributing, displaying or selling any clothing, jewelry, emblem, symbol, sign or other thing which is evidence of membership or affiliation in any gang.
 - b. Committing any act or using verbal or nonverbal speech, including gestures, handshakes, or other such sign, that indicate membership or affiliation in a gang.
 - c. Using any speech or committing any act in furtherance of the interests of any gang or gang activity including, but not limited to:
 - i. Soliciting others for membership in a gang
 - ii. Requesting any person to pay protection or otherwise intimidating, threatening, or harassing any person
 - iii. Committing any illegal act or other violation of school rules or policy
 - iv. Inciting other students to act with physical violence or other form of harassment against any other person.
 - v. Paint, write or otherwise inscribe gang-related graffiti, messages, symbols, or signs on school supplies or school property.
3. Consequences- Any student engaging in any gang or gang-related activity shall face disciplinary action, up to and including expulsion and notification of the police.

Paul Public Charter School
Policies and Procedures

ACCEPTABLE USE AND INTERNET SAFETY POLICY FOR THE COMPUTER NETWORK OF PAUL PUBLIC CHARTER SCHOOL

Paul PCS is pleased to make available to students access to interconnected computer systems within the school and to the Internet. In order for the school to be able to continue to make its computer network and Internet access available, all students, staff and guests must take responsibility for appropriate and lawful use of this access. The ultimate responsibility for monitoring electronic network usage is that of the teachers or staff members using or supervising students using the system.

Acceptable Uses

The school is providing access to its computer networks and the Internet for educational purposes only. Scholar's are expected to follow responsible internet use practices while using their device. These practices include only browsing school appropriate sites, treating other classmates with respect on all online platforms, and using these platforms only for academic purposes.

Privileges

The use of the information system is a privilege, not a right, and inappropriate use of school-owned equipment may result in the cancellation of those privileges. Each person who receives an account will adhere to proper behavior and the use of the network. The Paul Public Charter School Technology Department will decide what appropriate use is and their decision is final. The technology department may close an account at any time deemed necessary. The administration, staff, or faculty of Paul Public Charter School may request that the IT Manager deny, revoke, or suspend specific user accounts and/or the use of school-owned equipment Paul Public Charter School makes no warranties of any kind, whether expressed or implied, for the service it is providing. Paul Public Charter School will not be responsible for any damages suffered while on this system. These damages include loss of data because of delays, nondeliveries, mis-deliveries, or service interruptions caused by the system or your errors or omissions. Use of any information via the information system is at your own risk. Paul Public Charter School specifically disclaims any responsibility for the accuracy of information obtained through its services.

Unacceptable Uses

Among the uses that are considered unacceptable and which constitute a violation of this policy are the following:

1. Uses that violate the law or encourage others to violate the law. Don't transmit offensive or harassing messages; offer for sale or use any substance the possession or use of which is prohibited by School Policy; view, transmit or download pornographic and gambling materials or materials that encourage others to violate the law; intrude into the networks or computers of others; and download or transmit confidential, trade secret information, or copyrighted materials. Even if materials on the networks are not marked with the copyright symbol, you should assume that all materials are protected unless there is explicit permission on the materials to use them.
2. Uses that cause harm to others or damage their property. For example, don't engage in defamation (harming another's reputation by lies); employ another's password or some other user identifier that misleads message recipients into believing that someone other than you is

communicating or otherwise using his/her access to the network or the Internet; uploading a worm, virus, "Trojan horse", "time bomb" or other harmful or malicious form of programming or vandalism; participating in "hacking" activities or any form of unauthorized access to computers, networks, or information systems.

3. Uses that jeopardize the security and/or quality of student and staff access and of the computer network or other networks on the Internet. For example, don't disclose or share your password with others; don't impersonate another user; don't engage in activities that severely degrade the performance of the computer network or other networks on the Internet.
4. Uses that are commercial transactions. Students and staff may not sell or buy anything over the Internet unless deemed necessary in completing their job role. You should not give others private information about you or others, including credit card numbers and social security numbers.

Student Internet Access

All students will have access to the Internet and World Wide Web information resources only through their school provided classroom devices, school computer lab or assigned Chromebooks. Any special accommodations for the use of the Internet must be approved by the school principal. Students of Paul PCS will be provided with individual email accounts with approval of their parent or guardian. Students and their parents must sign and agree to the student handbook to be granted an individual Paul email account.

Security

Security on any computer system is a high priority because there are so many users. If you identify a security problem, notify an adult at once. Never demonstrate the problem to other classmates. Never use another scholar's account without written permission from that scholar. All use of the system must be under your own account. Any scholar identified as a security risk will be denied access to the information systems.

Vandalism

Vandalism is defined as any malicious attempt to harm or destroy school-owned equipment or the data of another user or any other agencies or networks that are connected to the system. This includes, but is not limited to physical damage and the uploading or creation of computer viruses. Any vandalism will result in the loss of computer services, disciplinary action, reimbursement of costs of malicious or intentional damages, and legal referral.

Paul's Compliance Standard

Paul Public Charter School operates in accordance with the Child Internet Protection Act (CIPA). Please note that by signing out and using a Paul device, you are subject to security measures enacted by protection measures that must block or filter Internet access to pictures that are inappropriate. For more information please visit:

<https://www.fcc.gov/consumers/guides/childrens-internet-protection-act>

Content Filtering

Paul PCS has designated networks for Paul Staff, Paul Students and Paul Guest. To increase the safety of Paul students and the security of Paul's networks, Paul's IT department has blocked the access to web content across all student networks categorized, listed or containing gambling, and adult content. With the increased usage of social media amongst students, the Paul Student networks will no longer permit access to social media sites. Teachers are not to grant students access to the Paul Staff networks unless it is required for educational purposes, is approved by the school principal and agrees to be solely responsible for the students' use of the staff network. Paul's content filtering systems will be applied and fully functional to all assigned student Chromebooks while on campus and off campus.

Paul PCS IT department holds the right and responsibility to keep all users of Paul's interconnected systems safe and secure. The listed content filtering categories may be expanded at any time if deemed necessary by Paul's IT department to uphold the safety and security of Paul's user and interconnected systems.

Chromebook Assignment

For the school year 2020-2021, Paul PCS will assign all students with their own personal Chromebook. Students are required to bring their school issued Chromebook to school each day fully charged. Each student will be held responsible for the upkeep and whereabouts of their assigned Chromebook. Failure to upkeep the Chromebook in accordance to the Student Handbook may result in the student's parent or guardian being held financially responsible for the replacement or repair of the device. If the student's parent or guardian fails to meet the financial responsibility by the last day of the 2020-2021 school year, it may result in the school withholding the student's final report card.

Chromebooks are Paul issued and owned devices to be used for educational purposes only. The Chromebooks will be configured to work with web filters both inside and outside of school. There should be no expectation of privacy with regards to use of the Chromebook. The use of student Chromebooks at home will require internet access to be fully functional. All assigned Chromebooks are required to be returned to Paul at the end of the 2020-2021 school year marked on the school calendar.

Opting Out of Student Chromebook Assignment

Chromebooks are vital in meeting the rigors of lesson plans assigned to students. In order to meet this demand, a sufficient computer is required to ensure all Paul scholars are equipped with the technological device to be successful within the classroom, whether that classroom is held in person or virtually. With this being, no scholar may opt out of receiving a student Chromebook.

Identifying Student Chromebook

Student chromebooks are identified by a unique device sticker label. Additionally, a barcode linked to the student's name will also be placed on their device. This is to help with identifying who devices are assigned to in case they are misplaced and returned to the IT department. Quarterly inventory checks will be conducted to ensure there are no serious issues or missing devices that are unaccounted for. Keeping stickers and barcode labels in excellent condition will help greatly speed up the inventory process. Students should not damage these labels in any way.

Handling of Student Chromebook

Students should never move chromebooks around while they are open because even gentle handling could damage the screen. Always close the chromebook lid and place the chromebook in it's pouch before transporting the chromebook from class to class. The carrying case is vital in protecting your device from damage, and should always be kept with the device. No drink or food is allowed near the chromebook. Please note this type of damage is easy to distinguish from regular device failure and students will be held accountable. Also, no stickers or any decorations may be placed on the outside of the chromebook.

Chromebook Damages, Misplacement, Malfunctions and Theft

With the use of technology, there is the expectation of occasional system malfunctions, misplacement and accidental damages. In the case either is experienced by a scholar, it is mandatory that the scholar reports any damages, misplacement or malfunction to their teacher or directly to the IT department. Each scholar will get a maximum of one repair for the year that will be covered by Paul PCS. If there should be a need for a second repair within the same year, it will result in the scholar's parent or guardian covering the cost of the repair or replacement of the device. If the scholar's assigned Chromebook happened to result as a loss due to theft, the parent or guardian must file an immediate police report and submit a copy to the IT department immediately. Failure to submit a police report will result in the scholar's parent or guardian being held responsible for the financial replacement of the Chromebook.

Chromebook Audits

To help ensure the upkeep of student Chromebooks, the IT department will conduct routine quarterly audits. Students are required to comply and make full effort to ensure their device audits are complete each and every quarter throughout the school year. Failure to comply or meet a quarterly audit, may result in the deactivation of their assigned Chromebook after official notice via email. Quarterly audits will be conducted either by manual check by a member of the IT department or by the student scanning the unique QR code with a cellular device.

Charging of Student Chromebook

It is the responsibility of each student to ensure that their Chromebook is fully charged before arriving to school each day. Failure to meet this standard could result in a school issued infraction. In the case that a student's Chromebook is not charged or not within the school for the day, each classroom will be equipped with a minimum of five or ten Chromebooks for those students without their assigned Chromebooks. The class assigned Chromebooks are to stay within the classroom at all times and are not to be taken home by any student at no time. If the scholar happens to bring their charger, their teacher might be able to accommodate the student charging their device.

Parents Use of Student Chromebooks

When a student is logged into the Chromebook, parents can use them to check on student work, view their browsing history or connect with teachers through our Synergy parent portal or via the student's Email. The Chromebooks are not intended for personal use for the student or their parents. Access to the Chromebook will only be granted with an active student email account.

Student Email and G Suite Accounts

Paul Public Charter School uses G Suite for Education, and with your permission, we will provide and manage a G Suite for Education account for your child. G Suite for Education is a set of education productivity tools from Google including Gmail, Calendar, Docs, Classroom, and more used by tens of millions of students and teachers around the world. At Paul PCS, students will use their G Suite accounts to complete assignments, communicate with their teachers, sign into their Chromebooks, and learn 21st century digital citizenship skills.

Using their G Suite for Education accounts, students may access and use the following “Core Services” offered by Google (described at https://gsuite.google.com/terms/user_features.html):

- Gmail
- Google+
- Calendar
- Chrome Sync
- Classroom
- Cloud Search
- Contacts
- Docs, Sheets, Slides, Forms
- Drive
- Groups
- Google Hangouts, Google Chat, Google Meet, Google Talk
- Jamboard
- Keep
- Sites
- Vault

In addition, may also have access to certain other Google services with their G Suite for Education accounts. Specifically, your child may have access to the following “Additional Services”:

- Youtube
- Google Maps
- Chrome Web Store
- Google Bookmarks
- Google Cloud Print
- Google Earth
- Google Photos
- Google Play

Hapara Communication and Monitoring Platform

This school year, Paul PCS will be utilizing Hapara’s online platform to support teachers with student communication, student assignments and online monitoring of student’s web sessions. Hapara will also grant teachers the access to view students’ online web sessions in real time, providing teachers with a deeper insight and understanding of the struggles their students may be facing with class assignments. With the implementation of Hapara, it is a mandated requirement that all students sign into a Chrome

browser with their Paul issued email accounts when utilizing the internet at school or at home while on a school assigned computer or personal owned computer.

ACCEPTABLE USE AND INTERNET SAFETY POLICY FOR THE COMPUTER NETWORK OF PAUL PUBLIC CHARTER SCHOOL

USER'S AGREEMENT

Every student and staff member regardless of age must read and sign below:

I have read, understand and agree to abide by the terms of the foregoing Acceptable Use and Internet Safety Policy. Should I commit any violation or in any way misuse my access to Paul PCS's computer network and the Internet, I understand and agree that my access privilege may be revoked and Paul PCS disciplinary action may be taken against me.

User Name (PRINT):

Home Phone:

Home Address:

User Signature:

Date:

Check one: ☐ I am 18 or older ☐ I am under 18

If I am signing this Policy when I am under 18, I understand that when I turn 18, this Policy will continue to be in full force and effect and agree to abide by this Policy.

PARENT(S)/GUARDIAN(S) AGREEMENT

To be read and signed by parent(s) or guardian(s) of students who are under 18:

As the parent(s) or legal guardian(s) of the above-named student, I have read, understand and agree that my child or ward shall comply with the terms of Paul Public Charter School's Acceptable Use and Internet Safety Policy (the "Policy") for the student's access to Paul PCS's computer network and the Internet. I understand that access is being provided to the students for educational purposes only. However, I also understand that it is impossible for Paul PCS to restrict access to all offensive and controversial materials and understand my child's or ward's responsibility for abiding by the Policy. I am therefore signing this Policy and agree to indemnify and hold harmless Paul PCS and the Data Acquisition Site that provides the opportunity to Paul PCS for computer network and Internet access against all claims, damages, losses and costs, of whatever kind, that may result from my child's or ward's use or his or her violation of the Policy. Further, I accept full responsibility for supervision of my child's or ward's use of his or her access account if and when such access is not in the School setting. I hereby give permission for my child or ward to use the building-approved account to access Paul PCS's computer network and the Internet.

Parent/Guardian Name (PRINT):

Home Address:

Parent/Guardian Signature:

Date:

Parental Request to Restrict Access Form

Student Section

Student Name _____ Grade _____

School _____

I have read the Paul Public Charter School Acceptable Use Policy. I understand that my parents/guardians do not approve of my using the Internet and agree to follow their rules.

Student Signature _____ Date _____

Parent or Guardian Section

I have read the Paul Public Charter School Acceptable Use Policy.

I have instructed my child regarding restrictions against accessing inappropriate material on the Internet. I will emphasize to my child the importance of following these rules. I am aware that by not allowing my child to use the Internet s/he may not be able to complete some assignments or projects.

I hereby release PAUL PCS, its personnel, and any institutions with which it is affiliated, from any and all claims and damages of any nature arising from my child's use of, or inability to use, the Paul Public Charter School system, including, but not limited to claims that may arise from the unauthorized use of the system to purchase products or services.

☐ I do not give permission for my child to use Internet resources.

I certify that the information contained in this form is correct.

Parent Signature _____ Date _____

Parent Name _____

Home Address _____ Phone _____

Email Account Agreement

Name _____

Address _____

Phone _____

I have read the Paul Public Charter School Acceptable Use Policy. I agree to follow the rules contained in this Policy. I understand my account may be terminated as follows:

My account may be terminated at any time upon notice to me. In this event, I will be given the opportunity to remove my personal files.

If my account is unused for more than 30 days, it may be terminated and my personal files removed without notice.

The purpose for which this account is provided is:

Communication with PAUL PCS staff, parents and students.

I agree to limit my use of my account to activities related to the above stated purpose.

I hereby release the PAUL PCS, its personnel, and any institutions with which it is affiliated, from any and all claims and damages of any nature arising from my use of, or inability to use, the PAUL PCS system, including, but not limited to claims that may arise from the unauthorized use of the system to purchase products or services.

Signature _____ Date _____

Guest Account authorized by _____

School or Department _____

This space reserved for System Administrator

Assigned User Name: _____

Assigned Temporary Password: _____

Dear Parents and Guardians,

The Paul Public Charter School is pleased to provide Internet services for its students. This letter describes the Internet services. Attached are the following documents:

Paul Public Charter School Acceptable Use Policy
Parental Request to Restrict Access form

The Internet is a global network that will provide your child with access to a wide range of information throughout the world. Your child will also be able to communicate with people throughout the world. Use of the Internet for educational projects will assist in preparing your child for success in life and work in the 21st Century.

It is possible that your child may find material on the Internet that you would consider objectionable. The PAUL PCS Acceptable Use Policy restricts access to material that is inappropriate in the school environment. Although staff will supervise your student's use of the Internet, we cannot guarantee that your child will not gain access to inappropriate material. There may be additional kinds of material on the Internet that are not in accord with your family values. We would like to encourage you to use this as an opportunity to have a discussion with your child about your family values and your expectations about how these values should guide your child's activities while they are on the Internet.

You have the option of requesting that your child not be provided with access to the Internet. To exercise this option, please sign the enclosed Parental Request to Restrict Access. You and your child must sign the enclosed Student Agreement to establish usage privileges.

Please contact us if you have any questions or concerns.

Lamar Hyde
Operations and IT Manager
lhyde@paulcharter.org

Paul Public Charter School
Policies and Procedures
PARENT INVOLVEMENT POLICY

1. The Policy Statement:

Active parent/guardian involvement is a critical part -in the establishment and maintenance of a solution-centered family-school partnership.

2. Overview:

Paul PCS believes wholeheartedly in the essential nature of a Family-School Partnership that is focused on students' intellectual and social growth. The Paul PCS community firmly believes that the prerequisites for creating a high-quality Family-School Partnership include: *timely child-specific communication, parental empowerment and mutual accountability for all vested stakeholders.*

I. General Expectations

1. Paul PCS agrees to implement the following statutory requirements:
 - a. Put into operation programs, activities and procedures for the involvement of parents, which will be planned and operated with meaningful consultation with parents of participating children. The Parent Action Group (PAG) will act as the entity through which these programs, activities and procedures will be enacted.
 - b. Establish a School-Parent Compact, which will be signed by the student and his or her parent(s) or guardian(s), and a Paul PCS Administrator.
 - c. Incorporate the parent(s)/guardian(s) involvement policy into the LEA plan.
 - d. Provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents with migratory children; provide information and school reports required under section 1111 of the ESEA in an understandable and uniform format and include alternative formats upon request, and to the extent practicable, in a language parents and guardians understand.
 - e. Involve the parents and guardians in decisions about how the 1 percent of Title I, Part A funds reserved for parental/guardian involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
 - f. Submit any favorable and/or unfavorable parent comments with the LEA when it is submitted to the State Department of Education.

II. Implementation of Parent/Guardian Involvement Policy Components

Paul PCS will coordinate and integrate parental involvement strategies in Part A with the following parental /guardian involvement activities under the school improvement plan and Title 1. For SY20-21, many of these events may be virtual:

- a. **Family Nights** – to increase parent/guardian understanding of math/literacy program and math/literacy strategies for home
- b. **Parent Action Group (PAG)** – to inform and empower parents and guardians to actively participate in the enhancement of the school program
- c. **ESL Parent Night** – to assist parents and guardians with strategies for providing support to the ESL programs
- d. **Parent Orientations and Back to School Nights** – to inform parents and guardians of whole school model and academic programs

- e. **Quarterly Parent Conferences/Student-Led Conferences** - to communicate academic progress and concerns with families
- f. **International Family Night (High School)** – to expose families to the customs and cultures of various countries and nationalities.
- g. **Home Visits (Middle School)**- to meet and learn about families while establishing trusting, respectful relationships.

Paul PCS will build the school's and parent/guardian's capacity for strong parental/guardian involvement, in order to ensure effective involvement of parents and guardians and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- a. Paul PCS will provide assistance the parents and guardians in understanding topics such as the following:
 - i. Explanation of tests, quizzes and advisory exams
 - ii. Explanation of alternative assessments and accommodations when necessary
 - iii. Explanation of Paul PCS's grading and retention policy
 - iv. Family Night
 - b. Paul PCS will provide materials and training to help parents and guardians work with their children or wards to improve their children's and wards' academic achievement, such as literacy training, and using technology, as appropriate, to foster parental /guardian involvement, by:
 - i. Hosting High School Information
 - ii. Hosting Parent/Guardian Orientation
 - iii. Providing the Paul Family Handbook
 - c. Paul PCS will educate, with the assistance of parents and guardians, its teachers, principals, and other staff, in how to reach out to, communicate with, and work with parents and guardians as equal partners, in the value and utility of contributions of parents and guardians, and in how to implement and coordinate parent programs and build ties between parents/guardians and schools by:
 - i. Translating documents to accommodate parents who have limited English proficiency
 - ii. Having an open door policy with the principals, Director of Schools, and Chief Executive Officer
 - iii. Communicating with parents via email and phone master
 - iv. Explaining Paul's Code of Conduct policy, with English and Spanish translations
- Posting flyers around the school concerning parent meetings, workshops and special programs

The Paul PCS's instructional philosophy is designed to develop graduates who are college-bound and interconnected with communities around the world. Therefore, each department (Sciences, Math, Social Sciences, World Languages and the Arts) will make global connections with the goal of: 1) giving students choices, 2) making work authentic, and 3) exhibiting of student learning. Paul PCS offers a balanced curriculum in the humanities and sciences based

on clearly articulated academic standards. Mathematics, science, English, Spanish/French and social studies are the backbone of our students' education. In addition to the required core subjects, visual and/or performing arts as well as health and physical education, and global studies (high school only) courses are offered. Students performing above grade level in Reading, Math and Science are placed in Advanced courses that challenge students to tackle grade-level standards using above grade level literature, text, and concepts. In addition, Middle School students performing above grade level in math are placed in Advanced Math, preparing them to take AP courses in high school.

Paul PCS also provides each student with wide-ranging opportunities and challenging experiences to expand his/her world, vast academic and extracurricular activities to increase his/her knowledge, and leadership opportunities that will equip him/her to take an active role as an adult citizen. One course in particular, Global Citizenship Seminar, will provide opportunities for High School students to investigate the world, recognize perspectives, communicate their ideas and take action.

PAUL SCHOOL-PARENT COMPACT

Paul PCS believes wholeheartedly in the essential nature of a Family-School Partnership that is focused on students' intellectual and social growth. The Paul PCS community firmly believes that prerequisites for building a high-quality Family-School Partnership include: timely child-specific communication, parental empowerment and mutual accountability for all vested stakeholders.

Paul PCS and the parents and guardians of the students participating in activities, services, and programs at Paul PCS, agree that this compact describes how the parents/guardians, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the School and parents/guardians will build and develop a partnership that will help children achieve the State's high standards.

School Responsibilities

The Faculty, Staff, and Administration of Paul PCS will:

- Provide high-quality classroom instruction by employing a certified and highly qualified teaching staff, and qualified support staff to address student needs as it relates to the challenging curriculum;
- Establish and maintain a solution-centered Family-School partnership by providing various forms of communication on school events, working closely with the Parent Action Group, sponsoring workshops to empower parents and guardians and the surrounding community;
- Provide timely and feasibly consistent student-specific communications to families by providing them with progress reports, scheduling parent conferences each advisory, and by willingly meeting with parents and guardians on specific issues relating to their child(ren)/ward(s) throughout the school year;
- Provide information on supplemental learning experiences that fit students' needs and interests by/such as pairing students with tutors for individualized instruction, and providing them with after-school activities and homework help;
- Provide learning-centered guidance and empowerment activities in an effort to build high quality support student learning outside of school by/through sports, drama, and dance; field trips and corporate partnerships; clubs and mentoring groups;
- Actively implement Paul's Character Education Policy by making students accountable for their behavior by providing consequences for inappropriate behavior and rewarding them for exceptional, positive behavior on and off grounds when representing Paul Public Charter School.

Parent Responsibilities

The Parents/Guardians and Supportive Family Members will:

- Establish and maintain a solution-centered Family-School partnership
- Ensure that students are prepared, willing and able for learning each day by:
 - Monitoring and supporting students nightly in-home learning;

- o Holding students accountable for their in-home learning, nightly studying, homework, etc.;
- o Monitoring daily nutrition and hygiene;
- Ensuring that students take advantage of the various tutoring, enrichment and extracurricular activities;
- Establishing and maintaining two-way communication with teachers, counselors, nurses and administrators;
- Communicating any unique difficulties, situations to the school in a timely fashion;
- Actively supporting Paul PCS's Code of Conduct Policy;
- Actively supporting Paul PCS's various extended day and athletic programs; and
- Actively supporting Paul PCS's development and fundraising initiatives;

Student Responsibilities

I, as a student, will share the responsibility to improve my academic achievement and achieve the State's high standards. Specifically, I will:

- Do my homework every day and pay attention in class.
- Ask for help when I need it.
- Read at least 30 minutes every day outside of school time.
- Come to school on time every day.
- Come dressed in my appropriate uniform every day.
- Show respect for adults and peers at all times.
- Give to my parents or the adult who is responsible for my welfare, all notices and information received by me from my school every day.

School Administrator	Position	Date
Parent(s) or Guardian(s)		Date
Student	Grade	Date

PAUL MIDDLE SCHOOL-PARENT COMPACT

Paul Middle School Vision for Family Engagement:

Students thrive when we reshape our understanding of family. At Paul PCS, we define “family” as a team of individuals united by a mutual feeling of love, respect, and dedication. These virtues when applied collectively, help strengthen the academic, social and emotional well-being of the scholar. When we embrace family, in these terms, we learn, grow, and succeed together.

Family Engagement Goals for 2019-2020

- 100% of families participate in at least one family engagement opportunity before January 2020.
- Families will receive proactive communication at least four times a month which includes newsletters, emails, etc.

School Responsibilities

The Faculty, Staff, and Administration of Paul Public Charter School will:

- Provide high-quality classroom instruction by employing a certified and highly qualified teaching staff, and qualified support staff to address student needs as it relates to the challenging curriculum;
- Establish and maintain a solution-centered Family-School partnership by providing various forms of communication on school events, working closely with the Parent Action Group, sponsoring workshops to empower parents and the surrounding community;
- Provide timely and feasibly consistent student-specific communications to families by providing them with progress reports, scheduling parent conferences each advisory, and by willingly meeting with parents and guardians on specific issues relating to their child(ren) or ward(s) throughout the school year;
- Provide information on supplemental learning experiences that fit students’ needs and interests by/such as pairing students with tutors for individualized instruction, and providing them with after-school activities and homework help;
- Provide learning-centered guidance and empowerment activities in an effort to build high quality support student learning outside of school by/through sports, drama, and dance; field trips and corporate partnerships; clubs and mentoring groups;
- Provide students opportunities to reflect on their own learning and prepare them to celebrate their successes in student-led conferences;
- Actively implement Paul’s Character Education Policy by making students accountable for their behavior by providing consequences for inappropriate behavior and rewarding them for exceptional, positive behavior on and off grounds when representing Paul Public Charter School.

Parent Responsibilities

The Parents/Guardians and Supportive Family Members will:

- Establish and maintain a solution-centered Family-School partnership
- Ensure that students are prepared, willing and able for learning each day by:
 - Monitoring and supporting students nightly in-home learning
 - Holding students accountable for their in-home learning, nightly studying, homework, etc.
 - Monitoring daily nutrition and hygiene
- Ensuring that students take advantage of the various tutoring, enrichment and extracurricular activities
- Establishing and maintaining two-way communication with teachers, counselors, nurses and administrators
- Communicating any unique difficulties, situations to the School in a timely fashion
- Communicating our family goals and aspirations for students during a scheduled Home Visit
- Actively supporting Paul PCS's Student-led conferences by scheduling a day and time with child's homeroom teacher to discuss student's progress
- Actively supporting Paul PCS's Code of Conduct Policy
- Actively support Paul's various extended day and athletic programs
- Actively supporting Paul PCS's development and fundraising initiatives

Student Responsibilities

I, as a student, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, I will:

- Do my homework every day and pay attention in class'
- Ask for help when I need it.
- Read at least 30 minutes every day outside of school time.
- Come to school on time every day.
- Come dressed in my appropriate uniform every day.
- Show respect for adults and peers at all times.
- Give to my parents or the adult who is responsible for my welfare, all notices and information received by me from my school every day.
- Provide information to my parent or guardian regarding Student-led conferences and Home Visits.

_____ School Administrator	_____ Position	_____ Date
_____ Parent(s)/Guardians	_____	_____ Date
_____ Student	_____ Grade	_____ Date

Paul Public Charter School
PARENT CODE OF CONDUCT

The Parent Code of Conduct is established to ensure a positive working relationship between the School, parents/guardians, and the general community. It sets forth the expected behaviors of parents/guardians and visitors when on School property or when engaging with School personnel.

As a parent/guardian or visitor I agree to:

1. Be courteous in speech and actions;
2. Be supportive of the efforts of the School to educate my child(ren) or ward(s);
3. Meet with School staff when requested to discuss the education or behavior of my child(ren) or ward(s);
4. Contact my child/ward's teacher first regarding classroom matters before attempting to discuss such matters with other School personnel or official;
5. Sign in at the office upon entering the School and seek permission prior to going to other areas of the building;
6. Refrain from the use of profanity, verbal abuse or abusive language when talking with my child(ren) or ward(s) and School personnel;
7. Refrain from use of physical contact or force when meeting with school personnel or when on school property at all times;
8. Follow the School's chain of command when working with a School department regarding a concern related to my child(ren)/ward(s);
10. Provide a place for study at home, and ensure homework assignments are completed and turned in on time;
11. Inform School officials of changes in the home situation that may affect my student's conduct or performance;
12. Support the School's Code of Conduct Policy and its efforts to encourage an alcohol-free, drug-free, and smoke-free environment;
13. Attend Parent Action Group meetings and special events that support my child(ren) or ward(s);

14. Give 10 volunteer hours per school year; and
15. Support the Annual Fund and other development efforts of Paul PCS.

CONSEQUENCES: There are consequences when the Parent Code of Conduct is not followed. Any abusive or profane language or inappropriate physical contact on School property may result in charges being filed and offenders may be issued a no-trespassing notice. Additionally, the Metropolitan Police may be contacted in the event of any physical or verbal abuse directed at a member of the Paul PCS staff. Other consequences may include: a conference with the Chief Executive Officer, a written warning from the Chief Executive Officer and/or a meeting with the Chair of the Board of Trustees to discuss the inappropriate action(s).

Paul Public Charter School
Parent Code of Conduct
Signature Release Form

We, the Paul PCS student and parent(s)/guardian(s), understand that a failure to follow the expected policies and procedures may result in disciplinary action, up to and including expulsion.

Throughout the year, the handbook may be adjusted to meet the needs of students, parents, staff, and the school. Agreement with this handbook also means agreement with the possibility for handbook changes. If changes happen, we will notify parents and students through parent notes and during the school year. We will also post these changes online for easy access. By signing the handbook agreement page, you are acknowledging that the handbook may change at times.

We have read the Paul PCS Family Handbook, and we accept the policies and procedures contained within it and agree to abide by them. We expressly give our permission to Paul PCS and authorize Paul PCS to use our student's photograph and Paul PCS Photos for its authorized purposes.

Printed Name of Parent/Guardian

Signature of Parent/Guardian

Date